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ASSOCIATION OF AMERICAN COLLEGES BULLETIN

VOLUME XV NUMBER 4

Educating the Educators

by

Association College Executives

The Social and Religious Influences of the Small Denominational College

Individual Character in College Architecture

December, 1929

ASSOCIATION OF AMERICAN COLLEGES

BULLETIN

VOLUME XV DECEMBER, 1929 NUMBER 4

Educating the Educators

The Social and Religious Influences of the Small Denominational College

Individual Character in College

Edited by

ROBERT L. KELLY

Executive Secretary of the Association

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"COLLEGE ARCHITECTURE IN AMERICA —And Its Part in Development of the Campus," by Charles Z. Klauder and Herbert C. Wise was published by Charles Scribner's Sons in May. This is the book in which this Association and also the Carnegie Corporation have been interested for a number of years. Up to this time nothing was available for college presidents, trustees or administrative bodies of educational institutions upon this topic, and this work is the result of a very thorough tour of inspection of existing college buildings in America. The firm in which the authors are partners is very closely connected with the design of college buildings and they act in the capacity of supervising architects to several universities and colleges. Their book covers very thoroughly under separate headings (libraries, dormitories, auditoriums, etc.) the entire subject from adoption of general plans for future development to the proper arrangements for the necessary equipment of a modern scientific laboratory. The book is fully illustrated with photographs and plans. Copies may be obtained at the nominal price of $5.00 by addressing the Association of American Colleges, 111 Fifth Avenue, New York, N. Y.

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EDITORIAL

The College and Her Teachers

Robert L. Kelly

It is doubtful if any annual meeting of the Association of American Colleges has had a more wide-spread, enthusiastic and fruitful follow-up than the meeting of January, 1929, at Chattanooga. The American colleges and the American graduate schools have demonstrated during the year their vital interest in the improvement of college teaching. In the November issue of this Bulletin, the graduate deans expressed themselves, for the most part, in unmistakable terms; in this issue, we hear from the colleges.

There is indicated an appreciation by all, of the Association's contention that "the development of the teaching ability of newly appointed instructors is a major responsibility of the college." Through the distribution of the offprints of the Association's action, through special faculty meetings, through committee deliberations, and through analyses and surveys of their own local situations, the issue has been brought forcibly to the attention of administrators and teachers. In a number of the colleges it was found that many of the specific recommendations were matters of long-standing policy and were being observed, either formally or informally; in others, they were readily adopted as working policies.

No less than twenty-one colleges reported specifically that they had established a committee on the improvement of instruction or were planning to establish such a committee, as a result of the recommendation of the Association. Fifteen others reported that they already had existing committees charged with this or a similar function. In many of the colleges where the specific suggestion about the creation of a committee on the improvement of instruction was not adopted, the presidents, deans and department heads were

attaining the same results through arrangements locally satisfactory.

To say the least, the Association's action has stimulated the colleges to think about the problem and to analyze their own particular situations. In the words of one president, we can feel that the Association is indeed "on the right track."

However, the year has been characterized not alone by this interest on the part of the colleges and the graduate schools. There have been other significant manifestations of it. Shortly after the Chattanooga meeting, as an illustration, it was announced that the Department of Education of the University of Minnesota was making a penetrating study of the "superior" college teacher and that the American Council on Education was collaborating in this study.

The number of educational associations—national, regional and local—that have made the improvement of college teaching a subject of major consideration, and the number of leaders in higher education who have written and spoken on the proper definition and the more adequate recognition of good college teaching is really quite unprecedented.

The convictions of some of these commentators are appended, sometimes, in considerably abridged form.

DAVID SNEDDEN

Columbia University

There are some persons—very few among the laymen as yet—who have become convinced that certain fairly revolutionary procedures are very desirable and are now somewhat practicable in schools. At present, movements to this end are largely confined to schools for children under twelve *and to liberal colleges.**

CHARLES H. JUDD

The University of Chicago

Anyone who is at all skeptical about the interest of colleges in methods of teaching should study the

* Italics introduced by the Editor.

March, 1929, issue of the Association of American Colleges BULLETIN, edited by Robert L. Kelly, Executive Secretary of the Association, which contains the addresses and proceedings of the fifteenth annual meeting of the Association of American Colleges. The address of the editorial offices of the Association is 111 Fifth Avenue, New York City. *The* BULLETIN *shows clearly that the colleges in this country are considering the problems of teaching from every angle.** High-school administrators and school superintendents who have been told in educational addresses by seekers after notoriety that colleges are moribund will find here so much evidence to the contrary that they will no longer be able to think of colleges as behind the schools in the study of educational problems.

CHARLES R. MANN**

The American Council on Education

The distinguishing works of a great teacher are: first, he decentralizes responsibility for learning. I think you will all agree that the great teacher makes the student realize that he, the student, is responsible for his own education, and that if the teacher gets the student by some method to assume, himself, the responsibility of his own education, he is a great teacher and can serve that student in a most fundamental way.

As a second of the works of the great teacher, I suggest this: he stimulates persistent thought. In other words, he gets the students so interested or enthusiastic that they cannot let go of the problems. They cannot refrain from accepting the challenges that come to them because of the spirit and attitude which the teacher has somehow developed in them.

As a third important factor, I suggest: he fosters religious faith. This is in line with the discussion of yesterday afternoon. There are others, perhaps five or six others, of the sort that are observable and appraisable. Such actions as these give clues as to the kind of men that are capable of becoming great teachers, and as to the processes that must be used in making teachers and developing their powers of teaching.

* Italics introduced by the Editor.

** Discussing the Editor's paper on "Great Teachers" at the annual meeting of the Association, Chattanooga, Tenn., January 11, 1929.

GEORGE NORLIN
The University of Colorado

The Chattanooga convention of the Association of American Colleges, it seems to me, went to the very root of the matter in its urgent petition to our graduate schools to be a bit more conscious of the fact that, since three-fourths of their doctors of philosophy enter the profession of teaching, they are in effect the teacher-training institutions for the colleges and universities. The recommendations to the graduate schools resolved upon by that convention are, I think you will agree with me, as interesting as they are sound.

Meantime, while we wait upon the graduate schools to "come over and help us," may I say that although I am as yet skeptical about the wisdom of putting any straightjacket of methodology upon the professor, being inclined to respect and foster the individuality of the teacher quite as much as that of the student, yet I am tempted to draw from the example of the greatest teachers I have known—men who appealed to and left their touch upon even the most frivolous among their students—certain inferences which may be valid for college teaching, perhaps for all teaching. They have by no means been themselves cast in the same mould, but they seem to me to have had certain things in common. Each of them was a companion of youth, not in their work alone, but now and then in their play also. Each of them was what I venture to call a high priest of learning. Each of them gave the impression, not unctuously, but simply and unconsciously, of "being about his Father's business." Each felt and made others feel that he was breaking the bread of life. And—what is no less important—each assumed by his attitude and bearing that his students were hungry for that bread. None of them was the author, or could have been the author, of that notorious classroom quip: "Gentlemen, if you will be patient a few moments longer, I still have a few pearls to cast."

Knowledge of one's subject, not only in itself but in its relationships, and reverence for that knowledge as an instrument of freedom; knowledge of one's students and reverence for what they have it in them to become —are not these the prime requisites of a pedagogy

which may elist the partnership of our students with us in the common business of education?

ROBERT MAYNARD HUTCHINS
University of Chicago

The graduate schools of art, literature, and science are, of course, in large part professional schools. They are producing teachers. A minority of their students became research workers. Yet the training for the doctorate in this country is almost uniformly training in the acquisition of a research technique, terminating in the preparation of a so-called original contribution to knowledge. Whether the rigors of this process exhaust the student's creative powers, or whether the teaching schedules in most colleges give those powers no scope, or whether most teachers are without them is uncertain. What is certain is that most Ph.D.'s become teachers and not productive scholars as well. Their productivity ends with the dissertation. Under these circumstances the University of Chicago again has a dual obligation: to devise the best methods of preparing men for research and creative scholarship and to devise the best methods of preparing men for teaching. Since the present work of graduate students is arranged in the hope that they will become investigators, little modification in it is necessary to train those who plan to become investigators. In the course of time it will doubtless become less rigid and more comprehensive, involving more independence, and fewer courses. But the main problem is a curriculum for the future teacher. No lowering of requirements should be permitted. No one should be allowed to be a candidate for the Ph.D. who would not now be enrolled. In fact the selection of students in the graduate schools on some better basis than graduation from college seems to me one of the next matters the University must discuss. But assuming that this is settled, and assuming that a student who plans to be a teacher has been given a sufficient chance at research to determine his interest in it, his training should fit him as well as may be for his profession. This means, of course, that he must know his field and its relation to the whole body of knowledge. It means, too, that he must be in touch with the most

recent and most successful movements in undergraduate education, of which he now learns officially little or nothing. How should he learn about them? Not in my opinion by doing practice teaching upon the helpless undergraduate. Rather he should learn about them through seeing experiments carried on in undergraduate work by the members of the department in which he is studying for his degree, with the advice of the Department of Education, which will shortly secure funds to study college education. Upon the problems of undergraduate teaching his creative work should be done. Such a system places a new responsibility upon the departments, that of developing ideas in college education. But it is a responsibility which I am sure they will accept in view of the history and position of the University of Chicago. Such a system means, too, that different degrees will doubtless have to be given to research people, the Ph.D. remaining what it chiefly is today, a degree for college teachers. But however opinions may differ on details, I am convinced, as are the Deans of the Graduate Schools, the Deans of the Colleges, and the Chairman of the Department of Education, that some program recognizing the dual objectives of research men, must be tried at the University of Chicago.

Calvin Coolidge

In a notable article in the September *Cosmopolitan*, Calvin Coolidge devotes several pages to an intimate and appreciative description of the great teachers under whom he sat as a student at Amherst and as a final summary says:

> As I look back upon the College I am more and more impressed with the strength of its faculty, with their power for good. Perhaps it has men now with a broader preliminary training, though they then were profound scholars, perhaps it has men of keener intellects though they then were very exact in their reasoning, but the great distinguishing mark of all of them was that they were men of character. Their words carried conviction because we were compelled to believe in the men who uttered them. They had the power not merely to advise but literally to instruct their students.

THE ANNUAL MEETING, 1930

Reduced Railroad Rates

Representatives of member institutions and dependent members of their families attending the anual meetings of the Association of American Colleges and the Council of Church Boards of Education at Washington, D. C., during the week of January 13, 1930, are entitled to a reduction of one-half of the return railroad fare, *provided at the time of purchasing tickets to Washington they obtain a standard form reduced fare certificate from the ticket-seller.*

Certificates showing the purchase of tickets not earlier than January 9 nor later than January 15 will be endorsed by the Associate Secretary, Mr. Palmer, and validated at a special booth at the meeting on January 14 and January 16, for the purchase of return tickets at one-half the regular one-way rate. Return tickets will be good up to and including January 22.

This arrangement is contingent on there being in attendance at the meetings not less than 150 persons holding these certificates.

Hotel Rates

The Willard Hotel has made a special rate of $4.00 per day for single room with bath, rooms with double bed and bath, $6.00, with twin beds, $7.00, European plan, to members of the Association and affiliated organizations for the annual meeting. When making reservations, you should claim this rate upon the authority of the Permanent Secretary of the Association of American Colleges. The printed announcements which have been sent you by the Washington Convention Bureau quote a higher rate.

Banquet Reservations

The reservations for the Association banquet on Tuesday evening, January 14, should be addressed to Dr. Robert L. Kelly either at the Willard Hotel or at the Association office. Please note that this dinner is Tuesday and not Thursday evening as heretofore.

To be sure of satisfactory service the reservations both for the room and for the banquet should be made now. Such reservations can be cancelled later if it becomes necessary.

The Program Outline

Note: The banquet on Tuesday evening, January 14, will be at the Willard Hotel and will be formal and informal. Price, per plate, $3.50. Address the Hotel Willard direct for reservations.

A banquet speaker of international prominence will be provided on a subject in harmony with the forthcoming London Conference on International Peace and Goodwill.

The morning sesion on Wednesday, January 15, will be devoted to a resumé of the work of the year, with special attention to the development of the Intellectual Life Project and the developments in the field of the Preparation of College Teachers.

The afternoon session on Wednesday, January 15, will have as its general theme "The Education of College Teachers,"—from the standpoint of the graduate schools and from the standpoint of the undergraduate colleges.

The evening session of Wednesday, January 15, will be devoted to a discusion of the significance and meaning of the Intellectual Life Project. The problem will be viewed from the American, the English, the French and the German points of view.

The closing session on Thursday morning, January 16, will be occupied with the recommendations of the standing commissions, the admission of new members, the election of officers and the setting up of machinery for the Intellectual Life Project.

There will be a closing address by a speaker of international prominence.

In an effort to be of service to our members we are planning a "College President's Professional Library" exhibit for our annual meeting. In that exhibit we plan to have on display those books of a professional nature which college presidents have found valuable to them.

An exhibit of college publicity is also planned. This exhibit will include literature and other material put out by the colleges both as regular publicity and in connection with special campaigns. In this exhibit we have the cooperation of the American Association of College News Bureaus.

For calendar of the educational meetings please turn to page 545.

EDUCATING THE EDUCATORS

PART II

THE IN-SERVICE TRAINING OF YOUNG COLLEGE TEACHERS

ARCHIE M. PALMER

At the fifteenth annual meeting of the Association of American Colleges held at Chattanooga, Tennessee, last January, certain actions were taken at the suggestion of the Commission on Enlistment and Training of College Teachers, with regard to the training of young instructors in respect to teaching.

Since then this matter has been given wide circulation among the membership of the Association. The full report of the Commission on Enlistment and Training of College Teachers and a summary of the discussion following the presentation of that report at the annual meeting were published in the March BULLETIN. Thirty-six hundred copies of that issue were originally distributed to those on the subscription list. Subsequent demand for additional copies was so heavy that the surplus supply usually kept at the Association office was quickly exhausted.

In addition to this distribution of the report to the constituency of the Association through the medium of the BULLETIN, six copies of an offprint of that part of the report which was addressed specifically to members of the Association was sent with an individual covering letter from the Executive Secretary to the president of each of the member colleges. That covering letter called attention to the fact that the message contained therein had the unanimous and hearty support of all members of the Association present at the Chattanooga meeting, and that the full report of the Commission might be found in the March BUL-

LETIN.* This was done shortly after the annual meeting and prior to the appearance of that BULLETIN in which were published the complete addresses and proceedings of the annual meeting.

The response was both immediate and encouraging. Many replies were received in which the action of the Association was both enthusiastically and unequivocally endorsed. A great many of the replies included requests for additional copies of the offprint. When ordering additional offprints, the college officers uniformly indicated that they desired them for distribution among their faculty members and particularly among the department heads. Two presidents desired to place copies with the members of their boards of trustees, as well as with the members of the faculty.

Request was made in the covering letter that the college keep the Executive Secretary informed as to policies already in effect or of steps taken or contemplated to develop policies which pointed toward the accomplishment of the recommendations. Many of the college officers responded that they were actually attaining or were on the road toward attaining the ends suggested by the Association, through administrative officers or through faculty committees either already in existence or set up in response to the Association's recommendations. There was apparent on all sides a serious and sincere recognition of administrative responsibility for improving the efficiency of teachers in service and especially the newly appointed members of the faculty.

This fall the Executive Secretary communicated again with the membership of the Association to ascertain whether during the year any new policies had been adopted and particularly whether any faculty conferences had been held for the consideration of the question. Request was also made for information about the outcome of those con-

* Association of American Colleges BULLETIN, Vol. XV: 1, March, 1929, pp. 40–45.

ferences. Again the response was both hearty and prolific, including many requests for additional copies of the offprint. When these latter requests had been filled the total number of offprints supplied the member colleges since the Chattanooga meeting exceeded forty-eight hundred.

Distribution of Report

In a number of the colleges the offprints were distributed to every member of the faculty, either in open faculty meeting or by mail with a covering letter from the president or dean directing attention to the recommendations and inviting serious consideration and cooperation in carrying out their purposes. In several instances this was done preliminary to recommending to the faculty the creation of a committee on the improvement of instruction. When announcing this plan to place a copy in the hands of each member of his faculty one president expressed the assurance that "it will have good effect upon us all." He subsequently reported that they had been taking the recommendations seriously and that very decided improvement was noticeable.

Others sent them to department heads and to the leading professors. One president referred to the report as "an important recommendation" which he desired to place in the hands of his leading professors. So gratifying had been the results from distributing copies of the recommendations to the heads of departments that the dean of a university college subsequently requested an additional supply for use in bringing the matter to the attention of every member of his college staff. Another dean planned to distribute the report to department heads and to new instructors, and to use it as a basis for making his plans for the new year.

At three universities copies of the recommendations were distributed to the various deans, thereby affording the opportunity, as one officer expressed it, to send them information to which he wanted them to give serious consideration.

Faculty Conferences

Special faculty meetings were called in many of the colleges for a consideration of the Association's recommendations, while in others they were the main topic of discussion at regular faculty meetings. In some instances the report had been placed in the hands of a committee of the faculty in advance, so that it had had the advantage of previous long discussion in committee.

After a faculty conference following study of the report, a president reported that the Association's resolutions "gave us inspiration to carry on with renewed interest our modest program of helpful counsel and guidance to our younger faculty members." At another institution the report was discussed at length in a faculty meeting, where a vigorous debate grew out of "the divergence of views of the members of the faculty on the question of knowledge of subject matter versus psychology of teaching." Whereupon the subject was made the special order of business of the next faculty meeting!

As soon as possible after he had received copies of the Association's report the president of one state institution called a special discussion meeting of the university senate, the organization within the institution which includes members of all the faculties and attends to the general legislation of the university. The report was the chief matter of consideration at that meeting. Although they accepted, and have undertaken for a number of years to carry out, all the principles embodied in that report, there were certain details of practice recommended which did not coincide with their own practice and which they felt it would probably not be advisable to urge at the present time. Nevertheless, the members of the faculties entered into a discussion of these matters and have ever since had them more clearly in mind. The heads of the larger departments in particular have realized and assumed all along the responsibilities mentioned in the report, and in general are endeavoring to give their young instructors a

degree of attention and cooperation commensurate with that which they give new students.

Reactions Reported

The colleges reporting were in complete agreement that the effect of the recommendations had been most salutary, and that as a result of the suggestions made they were adopting positive measures looking toward the improvement of their instructional service. The reported results of these actions indicated general concurrence in the aims and the ideals of the recommendations. As one president expressed it, the Association has "started a goodly movement" which he expects "will bear fruit." Another president asked his faculty to appoint a committee for a self-survey looking to self-improvement of teaching in the college, preferring this arrangement to a technical survey made by some one from outside. The committee is now at work and is planning to devote the entire year to a study of this problem. In the judgment of the president this study is "of vital consequence to the college: too many of our teachers are following the traditions, or the line of least resistance."

After a number of faculty conferences at another college during the past year, a complete survey of the teaching staff was made and teaching schedules have been adjusted so that no member of the faculty teaches more than twelve credit hours and no full-time member less than ten. One small college, which has for several years been studying somewhat intensively the problem of the improvement of college teaching, has had an educational specialist visit the institution, lecture to the faculty and check up on them.

Following the consideration of the Association's recommendations another institution made a survey of departmental and group action directed toward helping newly appointed instructors. It was found that of twenty-eight departments, twenty-six held conferences and went over the plans and content for each course given in the depart-

ment. In these conferences methods of teaching, progress, and correlation of coures were considered. It was also found that nearly all the departments helped the younger teachers (1) by finding out from them the difficulties which they were experiencing in their work, (2) by tactfully directing attention to defects in their teaching, and (3) by making suggestions to remedy the latter. Practically all departments endeavored to effect uniformity in marking within the department, and there were some interdepartmental conferences concerning students, courses, correlation of work, and the general cooperation of the various departments concerned.

Although there was no regular systematized method of helping young teachers, these departmental conferences in such courses as mathematics, chemistry, English and physics were found to be very helpful to all concerned. One of the older members of the faculty, who had been teaching for twenty-five years, made the observation that there was no meeting he enjoyed more than a departmental conference to discuss methods, content of courses, and the various questions arising in the day's work as a teacher.

A number of the colleges reported that they had for years been both positively and definitely pursuing substantially the policies recommended, either through the very practices suggested or through departmental cooperation. On account of their size many of these colleges do not feel the need for an elaborate organization. In the Catholic colleges, especially those conducted by the Christian Brothers, the supervision of instruction is given primal importance. In one, the duties of the dean are concerned mainly with this question. In another college with a small faculty a system of training the young teacher operates whereby she is under the personal direction of the dean of the college and is assisted by her "through counsel, direction and report."

Although in hearty agreement with the aim and spirit of the recommendations several colleges have not been able

as yet to formulate definite policies in this direction. Some have held faculty meetings and conferences and have been seeking to devise ways and means of effecting the desired results. In one instance the matter is handled largely through the president and the dean of instruction in cooperation with the heads of departments, and this has proved so satisfactory that a more formal arrangement seems for them hardly necessary.

Recruiting Policies

The Association had also adopted the recommendation that "college officers seeking new instructors from among graduate students should make insistent inquiry of the graduate school representative with whom they deal as to the training and experience of the candidate with respect to teaching." A number of the colleges reported that they have been in the custom of following such a policy.

As one dean expressed it, "in the selection of college teachers, we have endeavored to place special emphasis on the applicant's ability to teach, as well as on his scholarship in his particular field; in fact, teaching ability has been an outstanding feature in the selection of people for our faculty." Another dean reported that the president of his college has been endeavoring to choose all the new members of the faculty upon the basis of personality and teaching ability as well as training, and, in keeping with this plan they have "for the past few years endeavored to advise and train the new instructors in order that they may develop their capabilities while on the job."

At another college it is the policy when employing new members of the faculty without actual college teaching experience to insist that they have the amount of professional training required for high school teachers and, where the department in which they are to work is represented in the high school curriculum, preference is given to teachers with actual high school teaching experience. It is the custom in another college when a faculty vacancy occurs, to

have the faculty cabinet, which consists of the heads of departments sitting with the president and deans, consider candidates and arrive at a recommendation for the man to be selected.

Others indicated that as a result of the formal recommendations of the Association they would exercise more care in inquiring into the training and experience of candidates for teaching positions. One of these colleges specifically states that they want the future additions to their faculty to be men who have gone through the kind of training recommended. They also endeavor to send their choice graduates to institutions which will provide for their development in the way described in the Association's recommendations. Although a small college they feel that their chief contribution to the work of developing college teachers is "the guiding of certain students into this profession." Their professors are continually encouraging a few selected students to go to graduate schools for advanced instruction with a view to becoming college teachers. These professors do not act wholly upon their individual opinion, but seek the opinions of other professors with whom the student has taken courses. In this way they have recruited a number of excellent college teachers. In cases where it was necessary they have helped in subsidizing some of their students by aiding them in securing scholarships, fellowships, and other forms of financial assistance for their graduate study. Although their program is informal it is none the less effective because each member of the faculty is deeply interested both in the individual student and in the various forms of life work for which they are giving general preparation.

In commenting on their policy of seeking ouly teachers with experience the president of one college makes this observation:

> The great difficulty is that the young teacher has imbibed the notion that since there is nothing stable in pedagogy he has the right to do as he pleases,—almost

feels that he is under obligation to introduce the latest emanation from teachers college or research agencies. He is ready to foist upon his undergraduate classes his own "findings" in his dissertation work. Three years ago a Latin professor returned from his university and "offered" to sophomores a course in Latin Medicine! A candidate for an English position informed me last summer that if he were given the position, he "would approach his subject from the viewpoint of the undergraduate's contribution to creative writing!" It is well to separate the coming teacher from the research student in graduate courses but college teaching will be improved when governing associations recognize that schools exist for the sake of students and not for the sake of advantages or financial income for teachers,—and not until then.

Another president endorsed most heartily "the idea that teachers seeking employment in colleges in this country should demonstrate teaching ability even more than scholarship." He added that his college "steadily adhered to that idea. We believe that teaching power is the fundamental thing rather than research scholarship, valuable as that may seem. In other words, we distinguish between knowing a thing and knowing how to make others know it, and a teacher who possesses the latter qualification is the only useful member of the teaching force."

While the present faculty of one of the small Catholic colleges is composed of experienced teachers they are deeply interested in enlisting young men for the teaching profession. They place in their own high schools those of their graduates who choose to become teachers. These men are carefully supervised by experienced teachers who direct and encourage them. They usually have about a dozen young Brothers following the regular college classes. After graduation they are sent to different high schools as teachers and at the same time are given an opportunity to pursue studies that lead to advanced degrees.

At one of the large universities where the matter of the enlistment and training—guidance, at least—of instructors

in the liberal arts college is now under serious consideration, they already have in effect some provision along both lines. Several of the departments in the college have instituted a "cadet system," under which the new men are given one or two classes to teach, together with assignments as readers to older men. They are ranked as assistants. When a vacancy occurs in the full-time teaching positions the most successful of the new men thus on trial is selected.

Standing Committees

On behalf of the Association, the Executive Secretary made to each of the constituent members the recommendation that "every college maintain a standing committee on the improvement of instruction, which committee shall have as a major responsibility the making of local plans for the development of the teaching ability of newly appointed instructors." In expressing their approval of the Association's recommendation and their intention of putting the suggestions into effect, practically all the colleges responding intimated that they were planning to do so either in fact or in spirit. Twenty-one colleges reported specifically that they had established a committee on the improvement of instruction or were planning to establish such a committee, as a result of the recommendation of the Association. Fifteen others reported that they already had existing committees charged with this or a similar function.

As the result of the Association's recommendations a number of colleges have undertaken plans looking toward the improvement of instruction of all members of the staff, not merely the younger ones. At one of these colleges the work is under the personal direction of the president with the assistance of one or two of the teachers who have displayed exceptional ability in that direction.

At another a Committee on Curriculum Aims has been appointed and has held weekly meetings, in which they have discussed the function of the college and are setting up certain general aims. These aims will be brought be-

fore the entire faculty and it is hoped to come to an agreement on the question of what they should undertake to do for the students who attend the college. This they plan to follow by more detailed attention on the part of the different departments to determine what they are doing to secure these aims. Eventually they expect both the subject matter of their curriculum and the methods of presenting it to their classes to be modified by these discussions.

At another college the faculty created a standing Committee on Instruction to absorb the duties of a former Committee on Curriculum and to continue an inquiry concerning the complete instructional service of the college that had been carried on by a special committee on curriculum investigation. The original Committee on Curriculum had limited its services to the approval of new courses, occasionally raising some question concerning the place the course would occupy in the complete instructional service of the department or the college, but usually the committee acted somewhat as a rubber stamp in approving courses that were proposed. The new Committee on Instruction purposes "to attempt to do the sort of thing to improve instruction that was recommended by the Association."

It is planned in one college, as a result of the Association's recommendations, to establish as a permanent committee a special committee appointed several years ago to consider the quality of teaching in the college. The dean of this college has for the past three years been attempting, through a faculty news letter, to interest all members of the teaching staff in the problems of the college and especially in the problems regarding professional training of teachers and effective methods of teaching.

In addition to the regular Committee on Curriculum, which has recently been reorganized and is giving very careful consideration to new policies and methods, a smaller committee has been named at one college to carry out the spirit of the Association's recommendations. The faculty

of this college also devoted two special conferences to this subject of improving the utility of their teaching. A committee appointed to act with reference to the improvement of instruction at another college has a double purpose: on the one hand, to advise all the liberal arts students as to their curricular problems, and on the other hand, to make recommendations to the faculty on all points of instruction.

In one university college a Committee on Scholarship, appointed about four years ago had, as early as 1926–27, taken up the question of improvement of college teaching. Two or three open sessions were held for general discussion by the representatives of the several faculties. The question was discussed with great vigor, being recognized as one of the most vital issues before the colleges. A questionnaire was sent to the various heads of departments and to some of the older professors to ascertain what steps were being taken, among others, to insure wise selection of instructors and to insure adequate supervision and guidance in their work. This questionnaire covered some of the points included in the Association's suggestions. Replies to this questionnaire showed a general alertness toward the issue and in most cases, well defined practice looking to the wise selection and especially the subsequent guidance of the instructor in the adjustments with reference to effective teaching.

Last spring the chancellor of the university arranged for the distribution of the Association's recommendations among the departments, accompanied by a letter over his signature. Subsequently a luncheon forum was held, at which there was a representative attendance. Brisk and effective reports and discussions ensued. Responses by campus mail on the receipt of the chancellor's letter and the Association's report indicated that the faculties had taken up the question of the improvement of college teaching and its attendant steps, with considerable vigor and discrimination. As a result of the consideration of the

question it is proposed to supersede the Committee on Scholarship by a committee whose scope is more precisely the improvement of college teaching and its corollary—the selection and guidance of young instructors.

The president of one state university not only had copies of the recommendations distributed to members of the teaching staff "so that they would have before them in concrete form the action of the Association," but also referred the matter to that standing committee of the faculty "which would function most successfully in supervising the training of the staff in service."

At one institution where they have in existence a standing committee on the improvement of instruction whose major responsibility is the making of plans for the development of the teaching ability of new instructors, the Association's recommendations were found to be "very stimulating and at the same time of much encouragement to the instructors."

At another small college the improvement of college teaching is made the special work of a program committee which provides for meetings of the total instructional force about once a month. Everything that this special committee has brought to them from others and everything that they could work out for themselves has been given consideration in these special faculty meetings. As might be expected, some men have been more enthusiastic than others, but the committee has tried to keep the matter before the faculty until even the most conservative have felt the influence of it. The most recent effort to get a response from the least sympathetic was a questionnaire asking them to report to the special committee their methods of procedure and anything that might be of special interest to other members of the faculty.

One institution has a permanent Committee on Instructional Procedure whose purpose it is to compare their procedure with established standards and to appraise the professional growth on the part of the personnel of the staff,

with the view to improving instruction. This committee was very active throughout the past year, conducting three general meetings of the college faculty in the study of this problem.

In some of the small colleges it is the duty of one of the standing committees, usually the Committee on Curriculum, not only to study and give advice concerning what should be included in the curriculum, but also to make special study and give reports from time to time concerning the presentation of the work in the curriculum.

Twelve colleges indicated in their responses that, while the Association's recommendations had been discussed by the faculty and had been cordially received, the specific suggestion about the creation of a committee on the improvement of instruction had not been adopted. In each instance this was due to a local situation, usually the small size and intimate organization of the faculty or an existing arrangement which made it unnecessary to set up more elaborate machinery. In general they stated that they wanted to be considered as in alignment on the whole question.

One institution reported that a standing committee has not been appointed because the president and the deans have functioned along the lines suggested without being formally organized or published as such. Others indicated that they were gradually adopting the procedures suggested or some modification to fit their particular local situations. Many did not make any specific reference to the action taken on this recommendation, although intimating their concurrence in the recommendation.

In many colleges it is the policy throughout the year to discuss in the faculty meeting as a whole vital suggestions for the improvement of classroom instruction. Through this method opinions are exchanged and a close oversight made possible of the courses taught and the teaching methods used. At one of these colleges they have always followed the plan of having round table discussions among

the faculty at various times during the year to consider methods of teaching and ways of improving the teaching at the college. The several departments have also had group meetings at which they have considered the same question.

At another institution the college faculty is divided into three main divisions, each one having a director. The purpose of this arrangement is to provide for teachers in allied subjects to get together in a kind of subordinate faculty meeting to talk over problems of curriculum and classroom. The president reports that these directors have been giving thought to the subject covered by the resolutions of the Association.

A Committee on Quality of Instruction, appointed at one college in response to the Association's recommendation, has compiled a bibliography on college teaching and on general problems of higher education and has placed many new books in this field in the library for use by the instructional and administrative staff. At another a Committee on Good Teaching which has been in existence for four years, has issued for internal consumption a pamphlet on "Good Teaching." A special faculty committee studying the instructional practices of another college gathered information about practices and conditions elsewhere relating to the problem of instruction and made available for each instructor literature dealing with methods of college teaching.

Suggested Techniques

The Association also made certain specific suggestions about the techniques which might be followed in realizing the objective of the recommendations, it being, of course, understood that the adoption of any of these suggestions at a particular institution would depend, both in fact and in degree, upon the local situation. Several colleges replied that they were adopting all these suggestions as an institutional policy.

The standing committee created at one college in response to the Association's recommendations has adopted the suggestions of the Association as a working policy and has circulated them among the faculties. At this college they are utilizing a divisional rather than a departmental grouping to assist in training teachers and find that the matter can be handled much better in this way, especially where the departments are small.

Faculty Adviser

The first of these suggestions was that "for every newly appointed instructor there be a faculty adviser, who should in general be either the head of the department concerned or another member of the department, designated by the head." Many colleges reported that they have always, either formally or informally, regarded the head or senior member of the department in the light of an adviser for the newly appointed instructor and the new man is advised of this when he assumes his position. Regular conferences are held during the year at which the instructor's work is discussed both from the point of view of departmental policy and in its bearing on student welfare.

In commenting on this relationship one dean expressed the conviction that such cooperation between the head of the department and the newly appointed instructor "brings far better results than the sporadic visitation of classes, or gathering hearsay information from the student about the work of the new instructor."

At another college every teacher who joined the college staff during the past year worked under the guidance of the head of his department, and the president insisted, "though insistence was not necessary," that the heads of departments should take very real charge of the new teachers and help them to find their place within the college. In this way they worked into their teaching staff a larger number than ever was worked in before in any one year, and, the president believed, with less loss.

In many colleges where the faculty is small new members of the faculty become the direct responsibility of the president or the dean who has frequent personal conferences with them regarding such matters as teaching procedure, problems encountered, progress and welfare of students, and the instructor's attitude toward his work. At one college the training of the young teachers is handled largely through the president and the dean of instruction in cooperation with the head of the department in each case. In many of the small colleges the president holds frequent conferences with the teachers concerning their work. Presidents and deans find that such conferences as these place them in a better position to render judgment on the teaching efficiency of their instructors, especially when questions of reappointment and promotion arise.

The president of one college reported that he has for several years gone through the form of appointing a faculty advisor for each new instructor. Of thirty full professors on the college staff about one-third function as advisors and about half of these, he finds, are successful in developing good teachers, getting results both by classroom visitations and by conference.

Self-Analysis Reports

The Association made the suggestion that "the process of advice be centered mainly, not in classroom visitation, but on the making and reviewing of periodic reports by the young instructor on his work. For such reports no form should be used. They should state informally the results achieved during the period under review; should indicate clearly the problems met; and should contain plans for continuing work. They should contain as well individual analyses of problems of various members of the class—some or all—with respect chiefly to particular difficulties met, but with respect also to special abilities and any other matter of notable personal interest."

Several of the colleges reported that they were following such a policy, but that it usually varied, both in form and

in degree, from department to department. This procedure is followed in principle in small faculties where the president or dean assumes the responsibility for counseling and advising the new members.

In one institution means are taken to check the general success of the work of the instructors in one of the departments by having the final examination drawn up by a departmental committee and the papers corrected by instructors other than those the students had had in class. They found that the tabulated results helped to show outstanding individual weaknesses.

At one college the reports of young instructors are received periodically, not at regularly stated times. The president calls in the new instructors from time to time and encourages them to tell about their work and then discuss it. This serves to accentuate the cooperative spirit between administration and teaching staff. Results achieved, problems arising and solutions found, as well as plans toward which the instructor is striving, are discussed at these conferences.

At another college many of the teachers are visiting the classes of other teachers and are making reports on the recitation according to a standard form. This form covers such items as the attitude of the student, teaching procedure, student-teacher relations, and the physical features of the room. These reports are turned over to a committee of the faculty to digest and then, without mentioning names, comment is made on certain conditions in the classroom that might be improved. They have had as an introduction to this practice several discussions on the types of recitations, the character of the assignment, and types of questions. One faculty meeting was devoted to three papers discussing practically these same subjects. After this preliminary work, which they consider a self-survey, they have begun to check on the character of the recitation and they are hoping in this way to simulate an interest in the faculty for self-improvement.

Classroom Visitation

The Association also suggested that "if classroom visitation by the adviser take place, it should take place as a method of getting light on problems or plans previously considered in the reports, and by previous agreement between the instructor and the adviser; that if it takes place at all, it be sufficiently frequent to remove any sense of abnormality."

A number of colleges reported that the policy of classroom visitation, in one form or another, was in effect. At one college where a small amount of such visitation had been the practice, the president expressed the hope that they might have more. Occasionally presidents in the small colleges visit personally in the classes of young instructors, usually with a view to determining whether or not to reappoint.

One president had found it inadvisable and not very helpful to carry out classroom visitation. The dean of another college expressed preference for informal cooperation between the head of the department and the newly appointed instructor rather than the sporadic visitation of classes.

A new president who had spent his entire professional life of close to forty years in the educational field, as a teacher and a student of education, as well as an administrator, was planning to visit his teachers in their classrooms and to hold, with individuals and with groups, discussions as to possible better methods of teaching. He realized that this looked like the program of supervision talked about in departments of secondary education as being desirable in the high school, but he saw no reason why it was not equally desirable and quite as much needed in the college.

In another college the new member of the teaching staff is privileged to visit in the classes of his superior, and his superior has the freedom of the new man's classes. They have very little classroom visitation at another college but

the president and the dean keep in close touch with the new teachers.

Cooperative Courses

The report suggested that "whenever appropriate, the course in which the main work is done by a newly appointed instructor be regarded in fact and in name as a cooperative course, the newly appointed instructor and his adviser being the cooperators." Several colleges report that this practice has been "operative in varying degrees dependent upon the department concerned."

The "cadet system" already described as being followed in one college involves this teaching procedure. At another institution, where the additions to the faculty are few and not very frequent, the work of the new men is closely supervised. They do not have complete charge of any regular course of instruction but cooperate with some professor in giving one or two courses. Thus, in a small way, an opportunity is provided for getting an insight into the possibilities of prospective college teachers and these men have a chance to test college teaching as a profession.

Observing Older Teachers

The Association suggested that "newly appointed instructors be invited and expected occasionally to attend classes taught by older successful teachers in their own department or in allied departments."

At several colleges the newly appointed instructors occasionally attend courses taught by the older teachers of the department, but this practice was not found to be at all general. Through the encouragement given the young instructors in university colleges to attend graduate courses regularly, opportunity is afforded for observing the technique of the experienced teacher.

Lecturing in Advanced Courses

The next suggestion that, "just so far as may be possible, newly appointed instructors be invited to cooperate by oc-

casional lectures or otherwise in the advanced courses of the department," is being followed in some places. However, none of the colleges reported in detail about the operation of this plan, except as it was employed in connection with suggestions previously discussed.

Inter-department Conferences

It was suggested by the Association that "there be held occasional staff conferences of allied departments (or, in a large institution, of a single department) for the discussion of instructional problems."

Practically all the colleges which had large departments or a large number of sections in a single course reported that this policy was observed, at least within individual departments. General problems of the department are usually discussed at these conferences, as well as methods of teaching and the organization of classes.

In the small colleges where instructional problems were discussed in the faculty as a committee of the whole the objective of inter-departmental consideration of major problems was realized. Departmental lines were usually broken down when special faculty meetings were called for the consideration of the Association's recommendations or of problems of teaching technique.

Intra-sectional Coordination

The Association suggested that "in the case of a course having several sections, one man be designated as responsible for the conduct of the course as a whole, and that he maintain a reasonable degree of coordination in the work of the several sections."

A considerable number of the colleges reported that this was being done in all departments offering courses large enough to require several sections. At many of these colleges conferences of the instructors in such courses are held, at which problems and special situations are discussed, and in general a policy for the conduct of the course agreed

upon. The instructors in English at one college meet as a group once and sometimes twice a week for the discussion of classroom problems.

One college has definitely adopted the policy of holding discussions concerning the improvement of teaching, in what they call a faculty forum, to which members of the faculty are invited, but not required, to attend. As the president says, they are attempting to make the college essentially a teaching institution, without neglecting either direct research or indirect research, through acquaintance with the work being done by others.

At another college the man in charge of a particular course with a large number of sections "very definitely directs the general work of the instructors and requests reports from them as to just what proceduce is being followed. Advice is given in various ways, particularly through syllabi presented to assist the new men in planning their courses."

Annual Reports

It was also suggested that "annual reports of the work of newly appointed instructors be made by departmental heads to the committee on the improvement of instruction referred to above."

The policy in some colleges is for the department heads to make frequent reports to the president or dean of the college on the quality of the instructor's teaching. In others regular space is provided in the annual reports of the department heads for comments on the work of the instructors. This policy often includes as well reports on the plans of the instructors for the completion of graduate work leading to a higher degree.

Further Observations

At one college where they are "deeply interested in the problem of teacher training and welcomed the opportunity to exchange experiences with other colleges," they are proceeding slowly in adopting the recommendations of the

Association, feeling that "a hasty program of superficial stabs here and there will do more harm than good to the improvement of instruction."

The president of another college commented on the presumption in the recommendations that college professors longest in service will be superior in the art of classroom procedure to the younger member who comes with professional training and high school teaching experience, and expressed the feeling that, "the facts not always bearing out this contention, there is some advantage in being very cautious about such a presumption."

At another college the recommendations were seriously considered by the dean and the six divisional chairmen of the faculty and on the whole thought "unwise," it being the consensus of opinion that, given the proper chairman of a department, no further machinery will be necessary. One chairman was "afraid of the suggestions"; another believed "that the instructors should be chosen for known capacity or promise, and given a chance to demonstrate their abilities with a minimum amount of interference"; while a third was of the opinion that there should be a minimum of interference with the head of a department, and that "whatever tactful advice or oversight is necessary should be exercised by the dean of the college, who is in a position to hear criticisms of students."

Commenting on this report, the president expressed himself as not at all willing to have installed at the college any such scheme as that suggested. He felt that the specific organization and procedure recommended might work well enough in the individual institution where the scheme might have back of it the enthusiasm of those directly responsible for it, but as a method to be recommended to colleges and universities generally, he felt quite sure that it did not represent any substantial contribution to the problem of developing successful teachers.

He stated further that he is not all sure that the difficulty of keeping older men fresh and vigorous and successful in

their teaching is not a bigger problem than that of securing good results from the younger instructors. He preferred to depend much more upon the genius of a college president to select successful teachers than upon any piece of machinery designed to develop people who are not naturally gifted as teachers.

Many of the colleges give specific encouragement and in some instances material aid to their younger faculty members interested in productive scholarship and professional development. At one college they have in operation a system by which the college bears half the expense incurred by its instructors when attending the meetings of the learned societies. They also extend somewhat informally help to young instructors who leave them in order to perfect their graduate preparation.

The president of another college reported that during the past summer the entire faculty, with one exception, had done graduate work and that most of them were planning to do the same this coming summer. Another college encourages its young instructors and professors to attend summer sessions for teachers by paying a part of their expenses.

In the course of the valuable study he made of "Great Teachers and Methods of Developing Them," Dr. Robert L. Kelly uncovered some very significant evidences of positive effort on the part of our colleges and universities to develop their faculties by encouraging in-service study. Dr. Kelly cited a number of instances where institutional financial aid was being given to young teachers to enable them to pursue graduate study and research while in service, on sabbatic leave, and in summer sessions.*

Conclusion

While the facts presented in the preceding pages do not indicate absolute agreement either on the form or on the

* See Association of American Colleges Bulletin, Vol. XV: 1, March, 1929, pp. 49–67,—especially pp. 57–58.

spirit of the policies recommended by the Association they do indicate an appreciation by all, of the Association's contention that "the development of the teaching ability of newly appointed instructors is a major responsibility of the colleges." At least the colleges have been stimulated to think about the problem and to analyze their own particular situations. Many found that most of the suggested procedures were already in effect, though not always by formal arrangement. Of the individual practices reported many are suggestive of the possibilities along the lines recommended.

Presidents and deans wrote that they were "very much in accord with the opinions expressed," "fully concur with the ideas and ideals of the report;" that "the resolution adopted by the Association marks a great step forward in the improving of college teaching;" that the Association had "arrived at a great many valuable findings" and that it was "on the right track."

Speaking for himself and for the other members of the group from his institution in attendance at the 1929 meeting, the representative of one university expressed the conviction that it was "without question the best conference of its kind" they had ever attended. They were glad that the Association has taken the initiative in the question of college teaching and they "are planning to work along with the Association to the fullest extent."

THE SOCIAL AND RELIGIOUS INFLUENCES OF THE SMALL DENOMINATIONAL COLLEGE

RAYMOND B. STEVENS, Elmira College

This study deals with various phases of student life except the purely academic. The enrolments of the colleges range from one hundred and fifty to five hundred and twenty-five, but only two are more than four hundred. They are all Protestant colleges located in the states of Ohio, Michigan, Illinois, Wisconsin, Minnesota, Iowa, South Dakota, Nebraska, Kansas and Missouri.

The data have been derived from the responses of junior and senior college students to schedules of questions dealing with student campus activities, administrative situations, recreation, athletics, student-faculty relations, influences of the colleges upon life purpose, social service rendered by students, and religion; also from responses of graduates of three and six years' standing to similar questions, and from information furnished by college administrators. In addition to the specific questions the schedules provided for free expressions of opinion on all of the major topics. These schedules, unsigned, were received directly from the students or graduates. The writer has used also a rather large body of case records and other data secured over a period of years. Data were secured also from upper-classmen of the arts college of a large university. Twenty-five colleges are represented in the data from administrators and from graduates, and fifteen colleges and a university in the data from students. There were approximately two hundred schedules received from graduates, two hundred and fifty from students of the colleges and two hundred from students of the university.

STUDENT ACTIVITIES

The average number of student activities in these colleges as reported by administrators is nineteen but investi-

gation shows that such reports include only the more important activities and that the actual number is about twice the number reported, so that the average number is at least twenty-five to thirty per college. The average number of activities in which each student engaged ranges in the different colleges from 2.4 to 6.3, the mean of all colleges being 4.1. Students of the university reported an average of 1.4 activities per student but about one-third of them took no part in any activities.

Student membership in academic activities, such as a German club or education club, shows a wide range, from nothing to 32 per cent of all activity memberships, the mean for all the colleges being 10.5 per cent. Literary and religious organizations are characteristic of these colleges and represent 24.4 per cent and 24.3 per cent respectively of all activity memberships. Athletic activities of all kinds average 18.6 per cent of all memberships and this per cent is about the same in all the colleges. An average of 12.9 per cent of activity memberships are in musical organizations. Where sororities and fraternities are permitted, or where there are local social clubs of the fraternity type, which is true of five of the colleges, the per cent of student memberships in social organizations is high, ranging from 16 to 31 per cent. In other colleges the per cent is nowhere more than 6. The mean for all colleges is 8.4 per cent. In the university where fraternities and sororities are numerous memberships in social organizations are 46 per cent of the total.

The function of student activities as means of socialization and self-expression is indicated in part by the reasons given by the students for their participation in them. When all the reasons for participating in the various activities given by all the respondents of the colleges are considered together, the relative importance of each reason is indicated by the proportion which the number of times that reason is given bears to the total number of reasons mentioned. On this basis the most important reason is a

practical training, 26.2 per cent of all responses, which is closely followed by the desire for self-expression, 23.6 per cent of all responses. The other reasons are enjoyment of the social life of the organization, 18.4 per cent of all responses; belief that the organization is needed, 16.5 per cent; desire for the reputation which comes from membership, 10.7 per cent; membership due to influence of friends, 4.1 per cent; and desire that one's "bunch" or group may gain reputation from having its members in an organization, 1.2 per cent.

There is an interesting relationship between social and literary organizations. The correlation of the per cents of student memberships in these two types of organizations in the different colleges was −.94. Where social organizations such as fraternities are prominent, literary organizations are subordinate, and vice versa. The literary societies have many social features and in the non-fraternity colleges tend to take on some of the functions of the fraternities in forming close social groups which serve as loyalty centers.

A few relationships between student activities and other phases of college life are worth mentioning. The correlation between the number of activities and the grades of all the individual students of all the colleges was .22, probable error .045. This suggests that students with the higher grades participated in the larger number of activities. It does not tell us whether the students with good grades might have done better if they had not engaged in so many activities, but it seems likely that if active students did not have these activities in which to express themselves, they would do it in other ways, perhaps not nearly as valuable. There is a limit to the amount of time and attention which an active student can put upon routine academic matters. There was no relation between the number of activities per student and the time that student reported he spent in study, nor between the number of hours per week spent in work for expenses and the number of student activities.

When we turn to the evaluation of student activities given by the graduates in the light of their later experience

of three or six years we find that the greatest values derived from academic societies in the order of their importance were public speaking, cultural training, development of native abilities; from literary societies the benefits were cultural development, mental training, training in public appearance, leadership and the development of native abilities; from religious organizations, religious and moral benefits, cultural training, training in leadership and in social cooperation; from athletic organizations, self-development, self-control in particular; from social organizations, cultural development and the formation of friendships. The more complete adjustment of members of the small group has in it a training in social cooperation which is superior to the adjustment which is necessary in the more casual relationships in the whole college group.

When all the various types of student activities are considered together the most important benefit derived from them, in the opinion of graduates, is that of cultural development, including greater appreciation of the finer things in social contact, greater facility in social relations, and the development of friendships, which is 15.3 per cent of all benefits mentioned. The next highest per cent of benefits, 12.1, pertains to the development of leadership, executive ability, initiative. The per cent of responses which mention the development of social cooperation, or socialization, a better understanding of people and how to work with them, is about the same, 12 per cent. And nearly equal in importance is the discovery and development of latent abilities because of duties imposed upon the individual in these student activities, the increase of self-confidence and one of its components, self-control. Together these three benefits comprise 35.7 per cent of all the benefits of student activities. It is just these things which distinguish the efficient, trained citizen from the "bookworm."

In order to give a clearer idea of what the graduates think of the benefits of student campus activities we quote a few responses.

I think student activities are a very essential thing in college and I only wish I had been forced into more of them. That is the thing that timid students need to get from the small school.

Student activities contributed the larger possible element to my college education. . . . They helped develop personality and character.

All of these activities have had a wonderful effect on my present life. I consider them the best part of my college training. I am for a *small* Christian college for this very reason—nearly all can have a part in all the activities in one way or another.

I really believe that student activities have played a very important place in after-school life—especially in my relations to the community.

Student activities taught me to depend upon myself, play fair, be reliable, taught me a great deal about the social code and benefitted me mainly by making me think out my own problems.

. . . They overcame diffidence, morbidness, fear. . . . I gained physical ability to assert myself and mental stamina to think for myself . . . without which the information I was gaining from the classroom would have lost half its value. . . .

Student activities have helped bring me face to face with the problems of everyday life. . . . My student activities gave me practice in the very things I now find I am expected to do.

In after-college days I find my extra-curricular activities to have filled a very large place in my training for service, and I regard them on a par with my classroom work so far as real preparation for life's adjustments are concerned.

In the opinion of students and graduates the reality and value of the benefits derived from student activities are unquestionable. Under the present organization of college work they are probably an indispensable part of the whole educational training. What is needed is a better organization of them, control of their number, control of the amount of time a given student may spend in them, encouragement of backward students to take part in activities, and a general evaluation of all activities which would doubtless result in the elimination of some of them.

Closely related to student activities is work which students do to help defray their expenses. From 85 to 90 per cent of men students and 75 to 80 per cent of women students said that they worked some during their college course. Twenty-five hours or more of work per week was performed by 24.3 per cent of the men and 9 per cent of the women. In general, from one-fourth to one-third of the students earn all or very nearly all of their expenses and the great majority earn something. Seventy-eight per cent of the graduates said that this outside work was a benefit to them while the rest said it was a hindrance. There was no relation between the amount of outside work done and the belief that it was a help or hindrance. The most conspicuous benefit derived from this work, forty-three per cent of all benefits mentioned, was the development of a sense of responsibility and of self-confidence. Other important results were a training in the efficient use of time and a practical training of some sort, usually a training in the field of the student's vocation. Of the hindrances mentioned sixty-four per cent related to effects which outside work for expenses had on the academic work in cutting down time available for study and in leading to various forms of neglect, such as tardiness in getting work done, absences and superficiality. However, there was no general relationship between grades and the amount of outside work done.

Extra-curricular activities are a large factor in preventing college life from becoming artificial. They provide for the expenditure of excess energy and time in organized activities which have values in themselves. Native abilities often quite unknown to the individual student are developed. Students discover the desirability of spending extra time in socially approved and profitable ways so that these activities are important means for the socialization of students. They learn how to cooperate with others, and experience the satisfaction of group approval for what they accomplish. In other words, the

student gains personality development, learns social control, and becomes habituated in loyalty to the group or learns the attractiveness of social emulation.

Recreation

In order to ascertain the amount and the prevailing kinds of recreation students were asked to report the estimated number of hours per week on the average which they spent in various forms of recreation. Responses from graduates showed that they engaged in forms of recreation very similar in kind and amount to those of students. The graduates, however, furnished additional information as to the influences which they thought different forms of recreation had upon them and as to the general college situation regarding recreation.

General social life connected with various student organizations is an important form of recreation and has a very uniform distribution throughout the colleges. On the average each student spends 2 hours per week in this way. Closely related to this is association with the opposite sex. The average amount of time spent in this way is 4.8 hours per week per student, but students in one college which has fraternities and sororities reported as much as 10.4 hours per week. This form of recreation is rarely independent of other forms such as attendance at picture shows, sports and walks, attending concerts and lectures, general social life of organizations, etc. It is perfectly normal that there should be a strong interest on the part of college students in association with their fellow students, particularly with those of the opposite sex. Responses of graduates indicate that many friendships gained in this way remain permanent throughout life and many result in marriage. In a college group, made up of men and women with similar interests and of the natural age for marriage, it would be abnormal if a considerable number of these friendships did not result in marriage. Students and graduates feel that administrators do not give sufficient consideration to student social

life, particularly to social relations between the sexes. Many faculty members look upon it as an unavoidable evil rather than as a normal student interest where faculty guidance may have a very valuable influence in developing wholesome standards of conduct in these relations. The control of college social activities must be largely indirect and in cooperation with students. Faculty leaders may cooperate with committees on arrangements to provide such programs as will in their very nature be wholesome and recreative. The more overt control of prohibition and chaperonage may seem efficient just because the machinery of it is so plain, but it will likely be inefficient for the same reason.

More time is spent in sports, and walks or hikes than in any other form of recreation, the average for all the colleges being 5 hours per week per student. The benefits of these forms of recreation are the development of the spirit of good sportsmanship, appreciation of nature, the development of friendships and maintenance of physical fitness. Sports are quite different from organized athletics in that there is less team organization, more spontaneity, less building or other equipment is required, a staff of coaches is not needed, and they are not subject to the evils of intercollegiate competition.

Using or listening to phonograph, radio, piano, etc., consumes on the average 2.5 hours per week per student according to student estimates. The time spent in attending concerts and lectures averages 1.4 hours per week per student, being in excess of the time spent at the movies. The students and graduates of several colleges spoke with distinct appreciation of the efforts of the colleges to provide concerts and lectures of high quality. Reading is an important and fairly consistent form of recreation in all colleges, 1.5 hours being spent on the average in reading fiction and 2 hours per week per student in other reading which is not prescribed, making a total of 3.5 hours per week. We note that more time is spent in reading non-fiction but much of

this may be newspaper reading. Conversation is sure to be a large element in the relations of groups of college students. Much of this is just good natured banter and gossip which does, however, have values in socialization and the development of good fellowship. More serious discussions are of very great value in clarifying ideas and in acquiring information. Student estimates average 3.9 hours per week per student spent in light conversation and 3.1 hours per week spent in discussion.

The time per week per student spent at the movies ranges in the different colleges from .2 hours to 1.8 hours, the mean for all colleges being 1 hour. Movies are very convenient for "dates," are usually easily reached and comparatively cheap. Amusement is furnished without any effort on the part of the one entertained and at almost any time when he may desire it. The time spent in riding in automobiles for pleasure varies greatly in the different colleges, ranging from .4 hour per week per student to as high as 5.4 hours, with a general average of 1.6 hours. The larger the city in which the college is located and the larger the per cent of students who live at home and have access to the family car, the larger is the amount of time spent in this way. Attending athletic contests is a standard type of recreation. The time spent in this varies considerably between the different colleges, ranging from .5 hour per week per student to 3.1 hours, with an average for all colleges of 1.5 hours.

Very little time is spent in dancing because in most of these colleges it is prohibited at any college function or any function of a college organization whether on the campus or not. However, from thirty to fifty per cent of the students have homes in the college town and are not under the college rules in this respect. Frequently there is opposition to this prohibition and more or less evasion of it. In one college where dancing is permitted at college functions the writer found that there was evasion of the supervision which seemed to be as great as evasion of the prohibition in other colleges. Dancing is popular because of its sex inter-

est, because it requires little skill and is a convenient form of entertainment for "dates."

The playing of pool or billiards in a public place, and playing cards, are negligible as forms of recreation in these colleges according to student reports. Attendance at social occasions where liquor is used and playing games for stakes are each barely mentioned in only one college. This does not prove that there is no drinking or gambling in these colleges. Probably few students who engaged in either would mention it, but this very fact shows how contrary drinking and gambling are to the college tradition.

A number of relationships between recreation and other conditions of college life were examined. There was no appreciable relation between the amount of time spent in recreation, and the number of students in a college, or the number of student activities, or the number of hours students spent in study, or the grades of students, but as the total amount of time spent in study and outside work together increases the amount of time spent in recreation decreases.

A review of recreation shows that most time is spent in sports and walks, in listening to the phonograph or radio, in reading non-fiction, in general social life, in light conversation, in discussions and in association with the opposite sex, which together consume seventy-eight per cent of the total recreation time. The total average hours spent in the various forms of recreation per student per week in these colleges is 30.8 hours. There is, however, much duplication of the different types of recreation so that probably two-thirds of this figure, or about 20 hours per week per student, is more nearly correct.

On the physical side of recreation it would be better if students generally were encouraged to engage in all kinds of general sports. This could be done if building and other facilities were provided and if there were spontaneous faculty participation, or perhaps, if at least one man and one woman on the faculty, not connected with intercol-

legiate athletics, were free to give any kind of assistance in any of the general sports at any time, suggestions as to what to do, guidance in developing the skills required, and leadership in these various sports. Probably under such a régime nearly all students would find something in which they could engage when they were free, their participation would be spontaneous which would make it true recreation, and they would develop skills and habits of recreation which would be of value to them in their future lives.

Probably the most important criticism of the recreation situation in the denominational colleges is that college administrators do not pay much attention to the subject except in a negative way. The usual prohibition of card playing and dancing, provision for intercollegiate athletics, and the perfunctory chaperonage of social occasions comprise most of the conscious attention given to it. There is little recognition of the need for student recreation as a relief from the routine of college work. It is assumed that college people will get all the recreation they need—indeed, most faculties feel that the problem is to get students to work more and to enjoy themselves less. There is little attempt to stimulate certain forms of recreation for the sake of developing desirable personality traits or socialization—such direction as may be found in the elementary schools.

Athletics

We are concerned here with the relation of athletics to scholarship, their influence on the physical well-being of students, their moral influence, and their function as an agent in socialization.

So far as the relation of athletics to scholarship is concerned, student responses indicate that curtailing of class work for athletic contests is quite general but their replies do not show just how much athletics interfere. In many of the colleges contests are held during the school week. This frequently means dismissal of some classes or shortening the periods of class work on the days of athletic con-

tests, and a much greater interference with the work of those on the teams or squads. Any disposition to relax requirements concerning scholarship to keep good players on the team would be a scholarship compromise. Such conditions appear in some of these colleges, or in most of them at times, but we have no reason to believe that they represent the general situation. The great majority of both students and graduates assert that the usual rule is that athletes are held to just as strict accountability concerning their scholarship as are any other students. Almost without exception students insist that scholarship must have first place. There is common resentment, shared by the athletes themselves, against putting athletics on a pinnacle.

Intercollegiate athletics may be significant as a means of college advertising and in this way they may have a subtle influence in emphasizing athletics at the expense of scholarship or even of moral values. Athletic activity is frequently written up in the newspapers. The more successful their college teams are the more prestige the alumni have. Hence, they are often willing that large sums of money should be spent for athletics, that promising athletes should be encouraged in every possible way to enter their Alma Mater, and that other important phases of college work and life should be more or less neglected in order that athletic success may be assured. It is hoped also that this publicity will call the attention of those who have money to the work of the college and thus make it easier to secure funds which all of these colleges desire and which some very greatly need. This has special reference to the local community from which twenty-five to fifty per cent of the students come. I have observed the enthusiasm of a community wax and wane according to the success or failure of the intercollegiate teams. Furthermore, it is believed that this athletic publicity attracts students because the college becomes well-known to them in this way. The great majority of high school boys, and large numbers

of high school girls, are familiar with the sporting page. The writer has found a number of cases of boys who entered college because of the possibility of entering athletics. Sometimes this interest in athletics has kept them in college and sometimes having entered for this reason they have become interested later in the college work itself. If the alumni and the citizens of the college community who together are very important in college financial support desire that the college should have athletic prestige, and if in addition this athletic prestige helps to gain students the number of which is usually the popular measure of the success of a college, then college administrators are likely to feel that athletic prowess is necessary and are sorely tempted at times to compromise their educational ideals if they appear to conflict with athletics.

Another phase of our consideration of athletics is their contribution to the physical well-being of students. On this point statements of students and graduates furnish two important criticisms, the first of which is that athletics often result in physical injuries. The other criticism, presented by athletes and non-athletes, is that the physical benefits of athletics are enjoyed by too small a proportion of the student body. Graduates say that intercollegiate athletics are over-emphasized, especially the one sport of football. This means that the so-called major sports crowd out other sports, and that a well-rounded program of athletic exercise or sports which would include the entire student body is rendered impossible of fulfillment. Nevertheless, thirty-two per cent of the student respondents of these colleges were participating in athletics. Figure for the larger colleges and universities show that a much smaller proportion of the student body participates. The great majority of those students who engaged in athletics believed that they received physical benefits from them, but there are many graduates, especially athletes, who believe they are of little value for one's future life. In another study of the whole matter of physical exercise and the benefits de-

rived therefrom which was made by the writer in one of these colleges, student responses indicate that general sports, hiking, and various forms of work which were physical in their nature furnish all the physical benefits attributed to athletics except in some instances those benefits which come from team play such as the development of sportsmanship and fairness.

The moral influence of athletics is very important. The great majority of students said that unfair methods should not be used in athletics even when playing with a team which was supposed to use such methods. This student opinion reflects the general attitude of the college regarding unfair methods in athletics but does not indicate just how much unfairness may be practiced. Thirty-six per cent of those who were in athletics and twenty-two per cent of those not in athletics thought special privileges were given to athletes, but these replies do not indicate how general the practice is in any college nor the amount of special privilege. The granting of such special privileges suggests some compromise in college ideals inasmuch as any special privilege is almost sure to involve moral compromise.

The inordinate ambition to win is the basic cause for many of the existing moral evils of athletics. If the winning, rather than the sport itself, becomes an important virtue then all those things which promote winning take on virtue. The special privileges to players, high salaries to coaches and emphasis upon intercollegiate athletics to the neglect of other sports and even scholarship are evils which have a harmful moral influence. The traditions and ideals of these colleges continually oppose these influences and usually succeed in minimizing them but they can hardly be entirely eliminated without abandoning intercollegiate athletics, and this can hardly be done because of the almost universal demand for athletics, and because of the advantage athletic advertising is supposed to have. Some more definite and serious evils such as gambling, fighting and "dirty playing" are found in these colleges but they are

not at all characteristic of them. In only one college did the evidence from students and graduates indicate the existence of a very serious condition.

Students attribute many moral values to athletics. Many of them believe that they have been habituated in wholesome living because of the athletic rules regarding diet, sleep and abstinence from injurious habits. They mention the development of self-reliance, of nerve or courage, of good sportsmanship, of the ability to play fairly and consistently against odds, the correction of bad personality traits such as temper and the establishment of self-control, and training in cooperation derived from team play. Some distinct moral benefits come by way of the physical in that athletics provide a socially recognized method for the expenditure of excess energy which without athletics might be expended in much less approved ways.

One of the greatest factors in the moral influence of athletics is the personality of the coach. Many students and graduates mention this. One graduate, a former athlete, says that the coach sets the moral standards of the college. It is a settled policy in these colleges to consider carefully the personality of the teachers they engage and the coaches are considered members of the faculty in every respect. In almost all of these colleges the evidence indicates that the influence of the coaches tends toward the development of the fine qualities of courage, sportsmanship and clean living. However, in one college it seems very clear that the influence of the coach is harmful and in one or two others his influence is not altogether good.

Athletics may be considered from the point of view of their influence in socialization. The development of good sportsmanship, fair play and loyalty to the team tend, but not inevitably, toward group loyalty in general. If one learns in athletics that approval and prestige come from loyalty to the athletic group he is likely to assume that the same thing will be true of any group with which he identifies himself and he is likely to act unconsciously upon

that assumption. In these small colleges athletics are likely to be identified with the college as a whole because one-third or more of the student body participate in them, and because the college group itself is a compact group. Hence, loyalty to the team or to athletics is likely to lead to loyalty to the college as a whole.

Students and graduates, both athletes and non-athletes, are strong in their opinion that athletics develop college spirit. Athletics furnish a common enterprise with which the entire college identifies itself. Competition with other schools makes the college group self-conscious and develops its "we feeling." On the eve of an important athletic contest the college is possessed of a great enthusiasm which becomes an important factor in unifying the college group. The writer witnessed a remarkable example of this in one of these colleges. During one fall when there was no coach and no football, grumbling and complaining by students about everything in general, and ill-will, seemed to prevail throughout the college. When the basket ball season arrived a member of the faculty developed a basket ball team. The team was not very successful from the point of view of games won and was under many handicaps. Nevertheless, as soon as intercollegiate games began the spirit of the college began to change, and by the end of the season the entire atmosphere of the school had changed so much that it was a matter of comment by faculty and students alike and reflected favorably upon college work and discipline.

One of the social influences which is not so good is the development of athletic prestige which makes the athlete a hero to the discomfiture of the scholar and to the detriment of himself. It gives the athlete an undue influence in the student body because as in the case of any hero his achievement in one field is extended to other fields so that his word in other lines tends to be credited with the same validity as his word in athletics. But in other phases of life he may be a blind leader. It is bad for the athlete

because it may give him an unjustified idea of his own value in other phases of life. He may disregard other duties and become so independent of college standards that he becomes a contrary influence.

Administration and Discipline

Administration and discipline pertain to methods for the regulation and control of the college society. In eight out of fourteen of these colleges a majority of the students were of the opinion that the administration sought the aid and opinions of students in making and enforcing rules for college work and college life, in two colleges students were definitely of the opposite opinion, while in the other four colleges the matter is in doubt. Nine colleges have some type of Student Council in operation. It is interest- to note that in the description of these organizations given in the college catalogs in every case but one some clause is inserted to indicate that the organization is distinctly under the control of the faculty. That all organizations, and the entire life of the college, is subordinate to the faculty goes without saying. The presence of such clauses in the descriptions of the Councils and not in the descriptions of any other college organizations not excepting fraternities reveals the prevailing attitude of distrust on the part of administrators toward the Councils. In ten colleges the majority of students stated that these Councils assisted some in the making of rules while in the four others they did not. In nine colleges a majority of the respondents said these organizations assisted in enforcing some college rules; in the other five colleges students were of the opposite opinion. But in response to the question as to whether these organizations were independent of faculty control in their actions the majority of students in all colleges but one said that they were not.

We have many statements of opinion by students concerning student-faculty relations in the management of the college. We quote a very few typical responses:

Student opinions should be sympathetically received, carefully analyzed, if wrong rejected, with reasons for rejection, if good followed up and carried out. Students should at all times respect the opinions of their faculty as coming from trained men who desire to be their friends.

There is usually good cooperation between the faculty and student body though there is a general feeling that the policy of the school is too conservative. Student body meetings take place with the faculty present, and student decisions are mere recommendations.

. . . There should be an organization to serve as a channel of expression for the students. College folks are not children—should be made to understand such—and then treated accordingly.

The Student Government functions largely as a matter-of-fact with little venture. Faculty and administration are chief disciplinary forces; in matters of awards, merits, etc., in extra-curricular activities, the student government functions.

The students to my knowledge have little or nothing to say about the government of the school. The Faculty makes rules to suit themselves and the students can go to.

To a great extent I believe the faculty should be responsible for the management of the college but when they say the students shall have power over some phase of the life I think the students should be permitted to govern here without any intervention on the part of the faculty.

I think the faculty and administration of the college is often misunderstood by the students and vice versa. This fact was brought home to me very clearly in a student and faculty conference to discuss our curriculum, honor system, religious status, grading system, social and citizenship conditions. There the students and faculty members discussed their problems openly, frankly and truthfully.

More encouragement and less coertion would get just as good work and improve the mental attitude of the ambitious, conscientious one-half of the student body. I do not see how to do well by the rest; perhaps they do not matter.

I think the student organizations are "safety valves" for letting off steam of student opinion—there is little or no genuine creative cooperation between student and faculty government in school management.

No rules should be passed unless the group needs it to maintain its moral tone, social well-being, or scholastic standing. For the individual, unless his acts are definitely anti-social, no rules should be made.

These last three quotations might easily form a starting-point for discussion of college administration, the first emphasizing direction rather than coercion; the second, more "genuine creative cooperation," and the third, a minimum of rules and those limited to positive necessities. Many faculty members have less insight into the nature of the college society than do these students.

A review of student opinion concerning student-faculty relations in the field of administration reveals three characteristic student ideas. In the first place, the students believe there should be a definite student organization to provide a means for cooperation in administration in order that students may acquaint the faculty concerning student needs and feelings and in order that the faculty may acquaint the students with their purposes and with reasons for various actions which they take. A second point which students make is that their organization should be free from faculty or administration domination. Students believe that in any case which comes before the student organization for consideration they should have the opportunity to discuss it freely without faculty interference or presence, and come to their own conclusions, and then consult the faculty with whatever recommendations the students may choose to make. This is a fundamental principle in representation but is grossly ignored by many faculties and administrators. What usually happens is that matters about which the faculty are indifferent are left to the students but when something of importance comes up the faculty controls student action. This is the situation which makes students say the Council is a "farce," which makes them speak of faculty dictation, and which causes the keenest dissatisfaction with student-faculty cooperation. The impotence of the organization destroys student interest in it and the

entire cooperative program so that the student organization lapses into desuetude, spends time on trivial routine matters, and ceases to be a constructive influence in the college society. A third opinion, repeatedly expressed by these students, is that they should cooperate with the faculty. There is no desire whatever to exclude faculty influence, advice or direction. There is a distinct attitude of deference to faculty opinion.

From the entire material we get the impression that there is much cooperation in these colleges. In a few of them this is rather full and free, in most of them it is only partial and limited to the more routine matters pertaining to extra-curricular student activities, and in a few, particularly two or three colleges which have no definite or active organization for it, there seems to be very little real cooperation between students and faculty in administration.

The graduates were asked what effect they thought student-faculty cooperation in administration had upon their training or points of view as related to their later life. Thirty-two per cent of the responses of graduates were to the effect that such cooperation reveals faculty personalities, which increases the influence of most of them upon students, but causes students to despise those which are inferior. Graduates mention most frequently (thirty-seven per cent of responses) the value of this practical experience in student-faculty cooperation for their later life as teachers, school administrators, ministers, business men, or homemakers. They expressed their acceptance of cooperation as a policy in all kinds of administration. We quote a few characteristic responses.

I am quite sure the dependence and trust of the faculty with their fairness in general has done much to give me faith in democracy and man. It showed me that men must learn to live together and work together for the benefit of all.

It has given me more of the democratic spirit—and as far as possible I try to introduce this in my church work between pastor and people.

I saw the correctness of government by reason instead of force.

This taught me that pupils can be better managed when allowed some self-government.

Other values derived from student-faculty cooperation according to the opinion of graduates were an increase in toleration of the opinions of others, a greater appreciation of the problems of the faculty, and a greater sense of responsibility.

It impressed me to think that the faculty considered a student's ideas worthy of notice. It made me think more constructively.

It has always given me a sympathetic feeling for administrators in any field for I found they had problems that the constituency often did not realize.

These statements suggest that cooperation in administration is the way to get students to realize the problems which confront administrators. The writer has observed a number of instances in which difficult administrative problems were met by taking the students into the confidence of the faculty.

The graduates wrote a paragraph also in which they evaluated in their own way the influence of democratic methods in college administration. The great majority said that democratic methods provided a fine training for future leadership, that students learned to assume responsibility and to govern themselves, that cooperation increased the interest of the student in the college, and that it stimulated comradeship between faculty and students. A very few representative statements follow.

. . . These democratic methods in school management and Student Council give the student a better idea of the efforts that are being put forth for his education and he knows first hand some of the difficulties which faculty and trustees meet during the year.

It seems to me that in a democratic nation, democratic methods in college administration are not only highly advisable, but almost absolutely necessary. It is a strange plan indeed which would dictate to

the college student, called the cream of the nation's intellect, and at the same time let any untutored youth of twenty-one help govern his city, state and nation.

Democratic methods in college administration make for student realization of cooperative responsibility, eliminate "crabbing" and biting criticism of superiors by underclassmen. They give the faculty the student point of view, tend toward constructive thinking on the part of students and are generally beneficial.

I think that democratic methods are highly important. Much more may be accomplished in such an atmosphere of cooperation. Young college people are essentially sound. What they rebel against mainly is being ruled. Given a chance for self-government and cooperation they will give good judgments, develop their sense of responsibility and increase their initiative.

Such procedure is more adapted to the American people. We should learn democratic practice in schools, or where will we get it? Civic responsibility and human, working contacts are promoted and these have a lasting influence. Any system of autocratic administration is obsolete and not fitted for training American citizens.

On the other hand, a few graduates, less than one-fifth of the total respondents, disapproved of democratic methods in administration or gave qualified acceptance. Such opinions were not characteristic of any particular college but represent individuals who reacted unfavorably to the situation. Some of them were dissatisfied with the amount of cooperation, or with the apparent insincerity of the faculty, or they believed that college students were not sufficiently mature to profit by such democratic methods. We quote a few of their opinions.

When the majority of the students have experienced student government in their elementary and secondary education, it may be successfully carried over into college life. But too many, expecting the same restraint which held them before, are unable to use their own judgment so we have near-anarchy. Many students have no appreciation or regard for others, and are not in sympathy with the ideals of the administration.

Questions of administration should be solely in the hands of the faculty. Certain other problems should be handled only by the students. There are problems which can be handled properly only

by the cooperation of the two bodies. It depends upon the problem and the local situation.

I approve of the general theory of student government. However, I believe great care must be taken in the introduction of student government into a school where it has not been before, that some unscrupulous clique or group do not "make the inch of liberty or privilege a mile of license." Such methods as are everyday practice in actual politics are apt to creep into student government and such an event would be ruinous to the standing of the college. For this reason it is my belief that student government should have only a very gradual and careful introduction into a school and only in exceptional cases should it become entirely a power unto itself, free from faculty supervision.

There are several reasons why cooperation between students and faculty in administration is not more prevalent in these colleges. In the first place, the attitude of the faculties is historic. In the early days of college education in America the pupils were mere children and discipline was autocratic. Since college faculties are academic products this old attitude has tended to pass from one generation of teachers to the next.

In the second place, members of faculties like most other people believe that making rules and prescribing penalties for their violation is a simple, quick and impartial way of controlling conduct. Certain presuppositions are involved, the first of which is that students are alike in constitutional equipment and social background, or sufficiently alike that they can be treated exactly alike. Again, it is assumed that students have a full freedom of the will, that they have full knowledge of the patterns of conduct desired and the penalties for violation, so that disobedience is a deliberate violation of the known patterns. A third presupposition is that fear, or the desire to avoid inconvenience or penalties, is a large factor in controlling conduct. These presuppositions are unsound. Students are not alike either in constitutional equipment or social background. An impartial rule is a partial rule. The most impartial method would be to deal with each case on its own merits. Again, while stu-

dents are as rational as any population group, yet it is also true that they, like other people, do many things without conscious reasoning under social influences. This being true the preventive function of rules is greatly weakened. Moreover, there is also the fear of the opinion of fellow-students which may lead directly to the breaking of rules. This assumes that the rules are not supported by student opinion, which is precisely the situation which frequently develops when the regulations are made by the faculty without consultation with the students.

In the third place, administrators have a desire, usually unconscious, to protect themselves by rules. The thought is that when the rule is once made and the penalty prescribed the faculty need not assume responsibility for the inconvenience to which the student is put because of violation of rules. Students usually sense this subterfuge and feel that the faculty is insincere. But usually, before long, cases arise wherein the application of the rule seems unjust. If the rule is mechanically applied the faculty may be accused rightly of injustice. If the rule is ignored, they may be accused of partiality. The remedy is not more rules, or more complex rules, but treatment of each case on its merits. The establishment of rules seems to provide for economy of faculty effort but when faculties get into trouble with rules as they usually do, being accused of injustice or partiality, it takes much more effort to uphold the rules, to maintain faculty prestige and the respect of students, than it does to deal with cases in whatever way seems best.

But, in the fourth place, the chief reason for faculty hesitancy to cooperate with students in administration is the failure of the faculty to realize the force of influence which the leaders in a close social group have. In these small colleges personal relations are easily possible but it is also necessary that the faculty understand students and be sympathetic with them. Furthermore, the cooperation must be neither qualified, insincere or partial. Just as a

qualified faith in people is no faith and does not bear the fruits of faith so a hesitant or intermittent cooperation is not real cooperation and does not bear its fruits. Students do not respond to occasional cooperation when the settled policy is autocratic. Faculties need faith in students. They are often too impatient and critical. They magnify the importance of student shortcomings and overlook their own bungling of student control. Moreover, definite methods for cooperation are necessary if it is to be efficient.

It would seem from the data that administrators may derive several advantages from cooperation with students in administration. They may get information and points of view possessed by students both of which are valuable for administrative purposes. Cooperation breaks down the psychological barriers between students and faculty which greatly increases the personal influence of teachers and administrators. Many students and graduates said that when the faculty considered problems with them they came to understand and appreciate what the faculty were trying to do. They saw how students might contribute to the realization of the common purposes. There is little of value which students cannot be led to do by the influence of fine administrators under cooperative methods. Cooperation enables administrators to use the force of student opinion to handle the unresponsive minority in the student body because under those conditions the student body feels a responsibility in keeping the life of the college up to standard.

From cooperative methods in administration students gain a practical training in citizenship, or socialization. There is no way to learn social cooperation except by cooperation itself. The practice of cooperation in these colleges with its resultant benefits has led great numbers of students to the settled conviction that in all administrative work which they may have to perform they will use the same method. If the graduates of all our institutions of

higher learning were possessed of the same point of view it would profoundly affect our social life.

Ideals and Standards of Conduct

The development of character and the motivation of life is an outstanding purpose of the denominational colleges. With this in mind the students were asked what they thought their ideals and purposes, and standards of conduct were, and what they thought the influences of the college had to do with the development of these points of view.

Practically all of the students of these colleges believe that they have a greater appreciation of the world and of life, by which they mean a broader conception of life, a greater satisfaction in living and more information concerning the world and man. The great majority believe that they have a desire to be of service to society in their future work and also that college influences have been of great help in formulating life purposes. Considerably more than half of the students believe that they have not become confused in their thinking or less able to settle on principles of life but there are many who are in doubt or who think they have become more confused. Increased toleration of the opinions and beliefs of others is an almost universal result of college life according to the opinions of students. This comes about naturally as a result of wider contact with people and ideas. About three-fourths of the students believe that they have a better understanding of the Christian life and a greater desire to live it, and a still larger proportion believe that they have not lost their former religious faith without getting any other faith in its place. Some have their former faith, while others have lost it or modified it and have accepted a new faith. In their responses to these questions students may have been unconsciously influenced to some degree by what they thought they ought to answer. However, in one of the colleges it was possible to get several faculty members and administrators to evaluate each of the students in respect

to these questions. These ratings of faculty observers were almost identical to the responses of the students themselves, which indicates that the students have been fairly accurate in their self-estimates required by these questions.

Students were asked also for a general estimate of the influence of the college in changing or forming their ideals and purposes. This afforded an opportunity to mention whatever seemed most significant to them. The most important changes in the order of their frequency of mention were a broader view of the world and man, definition of a philosophy of life, strengthening of ideals, raising of ideals, the development of the ideal of service, and strengthening of religious faith. A clearer idea of what the students think may be gained from a few typical quotations. As to broader views and increased toleration they said,

It has given me a fuller view of life.
College has given me broader ideals.
It has increased my faith in the world and humanity.
It has given me a greater appreciation of life.

The following quotations indicate that these colleges have helped the students in arriving at some idea of life purpose, or in clarifying and enforcing purposes previously held.

The contact with faculty members, students, and the spirit of the college has helped me to develop a sounder philosophy of life.
College has developed a scale of values.
College has clarified my purposes.
My ideals and purposes have been formed and false impressions corrected.
It has given me a better view of life and how to live it more fully.
My whole course of living and outlook on life has changed.
I have had an almost complete transformation in my life thru the influence of the professors and student friends.

Some referred more particularly to the strengthening of worthy ideals previously possessed.

It has strengthened former ideals.
College strengthened the best that was formerly possessed.
It strengthened my purpose to realize ideals.

Closely related to the above are other statements to the effect that ideals have been definitely raised.

I have higher and better ambitions.
College has been a great influence in raising my ideals.
I have a higher level of values.
Contact with a cultured, underpaid faculty has raised my estimate of the worth-while things of life.
College has raid my ideals—I have a determination to be a *man*.

Some of the most significant expressions are those which relate to the adoption of a purpose of service which is an ideal especially emphasized by these colleges.

I have a more unselfish attitude toward life.
College has shown me how to make my profession of more service.
I have changed my idea of my vocation from that of selfish purpose to that of service.
College has made me see that pecuniary gain is secondary to service to society.
I have lost the notion that wealth, position and fame are the criteria of a successful life.
I have a greater sense of responsibility to humanity.
It has resulted in the development of the idea of service as the end of life.

In the field of religion there were numerous expressions many of which denoted the development of a more rational religious faith and a strengthening of religion.

Blind faith has changed to rational ideals and principles.
Religion is more universal rather than denominational.
My religious ideas have been upset but I have been led to the working out of a better faith.
It has broadened and deepened my religious faith.
I have a better realization of the social implications of Christianity.
Life and God mean more.
College has strengthened and renewed my religious life.
College has helped in organizing my religious faith.

Several referred to disturbance in their thinking or faith. Some of these said,

College has made me unsettled and dissatisfied with myself.
It has upset my habits of thinking and I am not yet readjusted.
My childish beliefs have been upset and I am not yet re-established.

It is noteworthy that there are only a few cases of criticism of the influence of the colleges of which the following are samples.

It is hard to tell whether college influence has helped or hindered.
College has influenced but not always beneficially.
College ideals or religion might be raised.
Easy grades have caused laxness of effort in thinking.

The difference between the influences of these denominational colleges and other institutions may be inferred from the difference between the responses of these students and those of some two hundred students of a large university to this general question concerning the influence of college life upon their ideals and purposes. University students mention more frequently the broadening of their views and somewhat more often increased toleration, and more often various other influences. But the university students mention much less frequently the adoption of the ideal of service, the acquisition of higher ideals, and religious influences. The general attitude and spirit reflected in the remarks of the university students shows a like difference.

Arrangements were made in the schedules for the students to indicate what influences they thought were the causes for any one of their expressed points of view. When all points of view are considered together students assign the most influence to the faculty and officials of the college. In a large university the responses of some fifty students in the arts college to these same questions showed that the influence of the faculty came in third place considerably below the influence from materials in the courses of study and the influence of fellow students. The influence of the faculty is greater in these colleges because all the relations between the teachers and students are more immediate and personal. Next in importance is the influence from materials in the courses of study. The importance given to this factor is perhaps due to a large element of discussion and to a personal interest of the instructor in the implications

of the subject. The influence of fellow students on points of view comes third in the frequency with which it is mentioned. This influence is inevitable and is a large factor in any college, large or small, but the significance of it compared with other influences will vary according to the directness with which these other influences are felt. In the larger colleges where faculty influence is more indirect the influence of fellow students assumes a greater importance. Other influences of less importance than the ones already considered are class discussions, student activities, other various influences in the college including reading, home influences, past influences outside of the home, and present influences outside of the college.

The graduates were asked for a statement of the value for later life which any point of view gained during their college course might have had. They mentioned most frequently the development of a sense of responsibility and of service, definition of purpose, broader views and toleration, and most frequently of all, helpful religious influences. There were no graduates who indicated that the college influence had weakened their ideal of service or had given them an opposite ideal. There were many who said that their whole course of life had been changed from a purpose of self-seeking to service to humanity; for several this involved a change in vocation.

One ideal, prominent in these replies of students and graduates which we have been considering, and emphasized by the faculties, is that of service to humanity, a sense of social responsibility. If this ideal has been adopted by students for their own lives, as they say it has, then we may reasonably expect to find expression of it in the college society. Inquiry was made of the students concerning various types of service which they might be rendering. Considering the responses of all students of all colleges together we find that nearly half of them were leaders in some kind of religious work in the college, nearly two-thirds

performed some work in connection with the local religious institutions, about one-third helped the college in some way such as getting new students or raising money, more than two-thirds assisted their fellow students with their work or their life problems, and one-fifth rendered some service to the community in the public school, Christian Associations, charity organizations, etc. Responses from some two hundred students of a large university show that they render hardly any service at all in college religious organizations, very little in religious work outside of the college, about half as much service as is rendered by the denominational college students in services for the college, or in services in the community, and less than the denominational college students in assistance to fellow students. If we average the per cent of respondents engaged in each of these different types of service we find that the average for the denominational college students is forty-three whereas the average for the university students is twenty. The per cent of the respondents who were rendering no service under any of these categories is twelve for the denominational colleges and twenty-nine for the university students.

Similar information secured from graduates indicates that nearly three-fourths of them were active in religious work in the college, nearly two-thirds were active in the work of the local church and a little less than half of them rendered some service in the town or city in which the college was located. Other forms of service mentioned by graduates include acting as personal counsellors to freshmen or as "big sisters" to undergraduates, management of free employment bureaus, preaching in churches and conducting missions, active participation in civic welfare movements, and many forms of service in connection with public institutions such as conducting a story hour for children, teaching and story telling in an institution for blind children, singing and reading in an old peoples' home, social service in connection with the local jail and work in the city Christian Associations.

This study of forms of service rendered by students shows actual social cooperation to a commendable degree. It is not unreasonable to assume that if this ideal, which is usually considered difficult to realize, was practiced that the other ideals also found expression. The implications of the total body of data support this conclusion.

Students said that these forms of service increased their desire to serve society in some capacity, and tended to habituate them in activities of service. They gave a valuable training in some particular type of service, developed confidence and personality, enabled the student to "find himself" in the realm of his social responsibilities, gave a training in dependability and responsibility, resulted in real happiness which came from a sense of having helped others, and served to keep the student in touch with the real life of the world. They also enabled the student to realize his own personal limitations and the limits of accomplishment which might be expected in any service, and at the same time to appreciate the value of the services others were rendering.

The opinion of graduates concerning the value for later life of the various forms of social cooperation in which they engaged while in college is similar to that of the students but shows some difference in emphasis. They pointed out that the ideal of social cooperation is not strongly entrenched unless it is put to the test and tried out in actual practice, and that service brings one to the realization that real living is cooperative living. A few quotations follow.

The things one learns in college apply directly to one's later work in Y. W. C. A., P. E. O., D. A. R., woman's club, church work, etc.

I think college students are inclined to be too much campus-bound and it is a good broadening influence to have some contact with the community outside."

I believe college is the place where one should strive to get his training for rendering service in the community. If I had my college life to live over again I would take a much more active part in community service.

To me, college life was *living*, and after graduation I carried on in this same idea. Thus the value of serving in college has shown itself in that it has made it possible for me to keep on serving and perhaps more efficiently.

College life is usually presented by public speakers as a preparation for life. I believe it *is* life, four very important years of it. Therefore, any service rendered is simply a demonstration and working out of the service for which one is being trained. Students who wait until after college days to do service for others usually do not do it then.

From all the data we get a rather definite impression that these small denominational colleges greatly influence their students in the development and establishment of worthy ideals and standards of conduct.

Religion

The ideal of religious and moral control of the student was primary in the founding of the earlier colleges of this country, all of which were Christian colleges. Religious leaders believed that young people needed special oversight and control, and protection from the evils of the world. Later it was thought that these colleges would lead many of the young men of the denomination into the ministry and thus guarantee the religious leadership of the denomination. More recently some of the denominational spirit has been lost and these colleges have conceived their mission as that of furnishing a sound education coupled with Christian principles of life.

Ninety-five per cent of the respondents of all these colleges taken together are church members, which indicates a background of religious training and interest, and suggests that these students represent a homogeneous and selected group. But this is only partly true. Taking all the colleges together forty-three per cent of the students do not belong to the same denomination as the college and about thirty-three per cent have their homes in the college town, while many more live in nearby towns. Students who attend a particular college because of their religious inter-

ests usually attend one of their own denomination. Probably forty to fifty per cent of the students, and perhaps many more, are not attending the particular college for religious reasons but because it is located conveniently near to their homes and for many other reasons, so that their religious background varies considerably.

Church attendance which is not compulsory in any of these colleges is some criterion of the interest of students in religion. Considering all the respondents from these colleges the average number of times per month each student attended morning service was 3, evening service 1.9, Sunday school 2.2, and various other services of the church 1.4. The figures for the university students are respectively 1.6, .3, .3, and .4. Students of these colleges attended a total of 8.5 services per month; students of the university, 2.6 services per month. There is a rather general feeling on the part of students that churches are concerned too exclusively with church and denominational problems, or with the preservation of the institution, that the church is expressing religious experiences in terms of the theology of past generations and is failing to "come to grips" with modern social and individual problems, particularly those of students. They feel that the churches are conservative and ecclesiastical, rather than progressive and social. Churchmen who do not understand the student mind try to convert the students to the orthodox ecclesiastical point of view, or condemn them, which only drives them further from the church. Yet, withal, most students have not lost faith in the church; they criticise it and hope that it will awaken to what seem to them to be pressing modern problems.

The chapel service is characteristic of these denominational colleges. It is usually a short service on every day of the college week, or nearly every day, in charge of the president or faculty, providing a brief period of worship and an address on some religious or moral matter. If the worship is real and the message vital students appreciate it,

but if it lapses into routine and the voicing of platitudes students soon tire of it. In twelve of the fourteen colleges attendance is required. Administrators believe it is necessary that all students should be called from their other interests to religion at least once each day. It comes so frequently that it is difficult to keep it on a high level. Those who come willingly are probably helped religiously and morally; for the rest its value is doubtful.

The religious organizations which constitute twenty-five per cent of all student organization memberships contribute much to the religious influence of the colleges. From forty to one hundred per cent of the respondents in all the colleges except one are members of the college Christian Associations, the average membership of all the respondents being sixty-five per cent. Only fourteen per cent of the university respondents were Association members. In one college students said that the Christian Associations were the center of the religious and social life of the students, but in several colleges the students stated that the interest in the Christian Associations was rather indifferent. The Christian Associations are organically connected with the college department of the national Associations. This is a disadvantage in that each college is urged to adopt a stereotyped program which may not fit the college situation and which may interfere with the work of other indigenous religious organizations. It is an advantage in that Association officials stimulate the local work and offer suggestions as to types of work to be undertaken and methods. The national Associations also throw upon the students a responsibility which results in the development of religious and moral leadership in the college. Many colleges support an organization of Student Volunteers which devotes its attention to missionary work and problems and to encouraging students to enter this type of professional Christian service. The Life Service Leagues deal in a similar manner with all types of professional Christian service. Occasionally ministerial groups are to be found. Usually there are student-

conducted prayer meetings in which students discuss religious and moral questions and conduct programs of worship.

These religious organizations help the student to clarify his religious ideas, to understand the relation of religion to life, to develop the ideal of service as the essence of religion, and to organize his life around Christian ideals. They are usually a vital factor in student religious life especially when under the guidance of some wise faculty adviser, but they are sometimes pedantic, addicted to routine performance and superficiality, and are maintained as an end in themselves. When they may be characterized justly in this way they automatically exclude the independent, virile thinkers, lose much of their value and serve to separate a so-called religious group from the rest of the college.

Curricular courses in the field of religion are common to all these colleges. The number of semester hours in religion which are offered in the different colleges ranges from ten to forty-three except that in one college which has a special course for ministerial training eighty-seven hours are offered. Omitting this one college the mean number of hours offered is twenty-three. In all colleges except one some work is required in this department, the range of requirement being from two to nine semester hours, with an average requirement of six hours. In all colleges except one the per cent of the student body who are taking courses in religion at any one time ranges from seven to forty-six with an average of twenty-seven. In this one college which gives ministerial training seventy-seven per cent are taking such courses. The per cent of respondents (they were juniors and seniors) who had taken courses in religion ranges from thirty to one hundred in the different colleges, the mean being seventy-eight. Of the university students twenty-five per cent had taken such courses. Of those who had taken courses in religion eighty per cent thought they were benefited thereby.

From the graduates we get many expressions of opinion regarding the value of these courses. Many stated that

although they had been in Sunday school many years they felt that they knew practically nothing about the Bible before taking their curricular courses in religion. For some graduates Bible study fixed more firmly religious ideas previously held, but many more found that these courses unsettled former religious beliefs but led to a reinterpretation of religion and life which was more satisfactory. Many graduates said these courses made them more tolerant of others' religious ideas, and gave them a better understanding of religion so that they could be more helpful in the work of the church and in helping others, including their own children, with their religious problems. There are quite a number of graduates, however, who said they did not get any benefits from curricular courses in religion. Of these there are three classes. The first class is made up of those who refuse to be influenced. Sometimes they are mystics who disdain intellectual analysis of religion but more often they are those whose religious beliefs have been fixed, who are satisfied with what they have, and who take pride in holding steadfastly to their earlier faith. Another class is made up of those self-styled radicals who glory in their actual or supposed radicalism and who say that religion is outgrown, or unnecessary, or impotent. The third and largest group is made up of those who get little or no help from courses in religion because they are taught by those who are lacking in scholarship and in understanding of student problems. One such graduate says,

> My religious faith was not affected by this lack of harmony (*i.e.*, between the department of science and the department of religion) because of my faith in the sound scholarship of the science faculty and the lack of it in most of my professors of religion.

Another says courses in religion

> woke me up to the recognition of how silly and puerile they were, and useless except in making one critical.

Sometimes departments of religion in small denominational colleges are in the hands of older men who have been

in the ministry for many years, who have gained the confidence of the denomination, and who are put into this department because it safeguards the college from possible denominational criticism—they are "safe." Often these men have not maintained their scholarship or kept in touch with the problems of youth. They are likely to insist upon the points of view of a past generation and to evade or ignore the vital problems of modern college people. Students are led to believe that the old religious interpretations are the only ones. They see the contradictions which scientific knowledge in all fields presents and conclude that they cannot be religious and honest at the same time. But those who are able scholars and superior teachers, who are positive religious forces as persons, who are alive to the problems of college youth, and who are honest and sincere in their thinking and their lives never fail to be of great religious and moral benefit to the great majority of the students who take their courses.

Forty-six per cent of the student respondents thought they had been influenced religiously by curricular courses outside of the department of religion. Many graduates thought that science courses helped them to have a greater appreciation of the universe and a broader idea of God, and that philosophy and ethics, English and sociology were valuable aids in the orientation of the student in his world and in the establishment of some philosophy of life. Many of the teachers in these denominational colleges consider it a legitimate part of their work to take time to help the student readjust his religious life or personality organization in the face of new facts and new considerations derived from those materials of courses which approach the field of religion.

In addition to the religious influences from the particular agencies which we have been considering there are influences from the general college attitudes which are frequently referred to as the college atmosphere. In these small colleges the contacts between faculty and students are

close so that the spirit and attitudes of the faculty in religious and moral matters are impressed upon the entire college, are continued from one generation of college students to the next, become embodied in college traditions, and are in truth the very atmosphere in which the student lives. A few typical quotations of graduates illustrate the influence of the "college atmosphere."

The college atmosphere was one of religious spirit and Christian democracy, helpfulness and fair play, broad-mindedness and independence of thought and action, progress, and a following of the best we knew that eventually we might come to the best there is.

Our school was a fine, wholesome, Christian institution where it was popular to live a clean life and to incorporate our faith in daily life.

It is hard for another religion to influence a ——— (a certain denomination) but I think the beautiful, quiet, devoted and reverent spirit of ——— University will always make me want to live a holier, purer life than I could ever have desired to live had I attended a larger and less religious school.

As I see it now I believe that the Christian character of the members of the faculty had more influence upon me than any other factor.

Dr. ——— was inspiring because of his life and was like a father to us all. He knew and called every one of us by our first names, he knew our homes and our families. He, more than my school, fired me with ambition, a desire to serve and a vision of what I might be able to do.

In Bible and ethics courses I had a wonderful teacher and bits of his philosophy will always color life for me.

Many of the teachers of these Christian colleges are liberal in their thinking, and face student problems squarely, but at the same time they exhibit a life organized around abiding principles of religion, morality and social cooperation. They prove to be a veritable haven in time of storm for the student who is reorganizing his life. They are often the one steadying influence which convinces the student that it is possible to achieve a solution of life problems with

a full recognition of new ideas and that the object sought is worth all the effort. Student testimony of appreciation of such persons is one of the finest chapters in the story of these colleges.

From the responses of students and of graduates to a question as to what they think of the religious situation in college or in general, three types of situation are discoverable. The first type is that in which the college attempts to fix or develop the old established beliefs and points of view regarding the modern world. Such colleges are particularly opposed to the idea of evolution. They do not believe in a reinterpretation of religion in terms of modern life and thought. They try to keep all religious and moral "heresies" out of the college by strictly limiting the teaching personnel to those whose ideas are "safe," and by confronting the student with arguments to re-enforce the accepted beliefs and to discredit all others. Where this method and purpose succeeds the influence of the college is of questionable benefit. No person can ignore the ideas of the world and no college graduate is worthy the status unless he has learned to face them. If he makes wider contacts after college he may find it necessary to reinterpret his faith without that help which a college should furnish.

The second type of situation is that of disorganization. This may come about when the college attempts to establish the old beliefs and fails. There are distinct indications in student responses that the old arguments are unconvincing and that students have become disgusted with what they feel is failure to face the real issues. They feel that the college has cheated them out of the help necessary for an organization of their lives. They are religiously disorganized and antagonistic. Disorganization may result from the doubt thrown upon older religious conceptions by the various influences of the college, religious and otherwise, when there is little constructive effort on the part of the college to reorganize the disrupted beliefs. The imperfections, inconsistencies, incompleteness and unsuitability of

many of the old dogmas, especially the denominational dogmas, are discovered. The student's former religious system falls to the ground and interest in organized religion decreases or disappears entirely. Moral laxity often comes in the wake of this religious doubt because the religious sanctions for moral conduct are destroyed. Doubts destroy the warmth of religion and morality and fill the life of the individual with conflicting ideas and emotions. A few quotations will reveal this kind of situation.

I find little use for the caricature of Christianity which is found in the platitudes of present-day religion.

I think the religious situation in general is very unsettled. I have talked with different ones on this subject and they seem to feel as I do; that they do not know just what they do believe and going to church seems to have lost some of its significance.

All thru college and for a year or two later I tried to reconcile myself with religion. I was never entirely happy until I threw it overboard.

The third type of situation with reference to life organization is that in which there is a partial or a fairly complete reinterpretation of religion and life values. The conditions necessary for this are sympathy with student problems and honest thinking, the former to enable leaders to know what the problems are, and the latter to get at the truth and to inspire the confidence of students. Students always want to examine the foundations upon which any belief rests. Hesitancy or "side-stepping" suggests that the position presented is untenable and seems to the student to be unworthy of the college tradition of loyalty to the truth wherever it may lead. The reorganization of religion and the organization of the principles of life is largely a matter of synthesizing the points of view and ideas which the student holds. This is brought about in the last analysis by the unified or prevailing beliefs, motives, purposes, and philosophy of life represented by the faculty and administrators. When there is a broad harmony of belief and

practice in the faculty, then the interpretations put upon materials of study which touch life organization and upon issues of life raised in any of the aspects or activities of college life, all have a similar trend. A few quotations of graduates will indicate the influence of these colleges.

The principal aim of a college in my opinion is to create in the individual an attitude. This attitude is more lasting than the facts learned in books and influences all the student's actions in after life including the use to which he puts the facts learned. The studies which are pursued in the classroom are merely the material basis for the building of an attitude. The actual attitude is formed in the interpretation which is put upon the facts outside of the classroom in the mingling of students and teachers. It is in this social life that real leadership has its effect and I am very glad that in my particular case the leaders were all Christian men.

The old beliefs which I learned at mother's knee were knocked to pieces. But new ones came which today have made me welcome any advance in religious or scientific truths without any fear that the abiding truths can be anything but abiding.

At first I was disturbed in my religious faith. I was led to become dissatisfied with my earlier conceptions and to seek more satisfying ones. This cost mental and spiritual agony but brought me to a more satisfying philosophy of life.

Truth . . . became to me vastly more to be desired than dogmatic assertions. I began to find a real joy in analyzing the dogmas of my childhood. Some were good. Others were mere 'empty nothings.' The former came to be greatly cherished because *true*, the latter were cast aside because worthless.

Christ was made more real to me, religion more vital. . . .

These reinterpretations of religious faith may be characterized as being rational, essentially social and moral, and vital to the student. The value of denominationalism is invariably minimized if not denied. Students are interested in the main purposes of the church rather than in denominational differences.

The religious influences of these denominational colleges very often suggest professional Christian service as a life

work for the student. Practically all the ministers and missionaries of the denominations come from the Christian colleges. A study of the graduates of one of these colleges shows that since the founding of the college ten per cent of all the graduates have gone into Christian work, most of them into the ministry. Estimates of administrators of these colleges as to the per cent of students who are planning to enter some form of Christian work range from three to seventy-seven per cent, the mean of all colleges being 13.5 per cent.

The rather striking differences between the replies of the university students and those of the denominational college students and differences in the general expressions of opinion indicate that the colleges have a religious influence which is much greater than that of the university, and that the results of the religious influences of the colleges are much more significant for organization of life about Christian principles. These denominational colleges are furnishing an education which is dominated by Christian principles of life.

Personal Relations

As a result of the rapid growth of our institutions of higher learning the student bodies are larger so that it is more difficult for students to know each other and the student-teacher ratio has increased so that it is more difficult for professors to deal with students as individuals. Other things being equal it should be easier for the small college to maintain personal relations in all the college life. Students were asked a number of questions relating to relations between faculty and students. Eighty-five per cent of the respondents thought that class discussion was customary and free which indicates freedom in academic relations. Figures for university students were approximately the same, seventy-five per cent. Seventy-two per cent of students of the colleges thought it was customary to ask assistance of professors in class work but in three colleges and in the university the per cent was much lower, being only thirty-

two per cent in the latter. Democratic relations between students and faculty are measured still more by the intimacy and freedom of general personal contacts. Eighty-five per cent of the students said they talked freely with the faculty or college officials outside of the classroom, whereas only fifty-four per cent of the university students said they did. Forty-three per cent of the students of the colleges said they felt at liberty to suggest changes in methods of class work. The response of university students is similar, thirty-seven per cent. Here there is wide variation between different colleges, the range being from about ten per cent to about eighty per cent. Altogether these responses indicate that students believe there is a large element of freedom in student-faculty relations both in connection with college work and in purely personal relations. On the whole, there is less of this democracy in the large university.

Several points regarding democratic relationships in college were made by students in their response to a general question as to what they thought about freedom between students and faculty, and among students themselves. Almost always the students felt that there was a free and democratic relation among the students and that this was the way it ought to be. The following typical statements could be duplicated many times over.

We have real fellowship among the students with no cliques to spoil our life.

I know every student on the campus by name. All are heartily and well met and the cliques are few.

There is a wonderful atmosphere of comradeship here.

The students are like one big family and with few exceptions a good spirit exists.

So far as student-faculty relations are concerned it would seem that in most of these colleges there are some members of the faculty who are difficult to approach as the following quotations indicate.

As far as the faculty is concerned, some are icebergs, some are understanding and sympathetic, and the latter are much respected and loved by the students but the others are *not*.

There is a good deal of freedom among some students and some of the faculty. . . .

Several students, especially those of some three or four colleges, think that certain reserves are necessary in student-faculty relations.

Students should feel free to approach members of the faculty but should not allow themselves to become too familiar. The faculty members should have poise sufficient to let a student know he is welcome without losing the respect of the student for themselves. Toward the older students they can and ought to be more free than with the younger ones.

Too much freedom between faculty and students tends to lower the prestige of the faculty. Too little freedom between them breaks the unity of the school.

The relations between students and faculty are splendid—sympathetic and intimate without being familiar.

Taking student responses for all the colleges in general, they indicate a wholesome democratic spirit both among students and between faculty and students. We quote a few typical statements.

There is a friendly spirit (on the whole but with some exceptions) between the students and faculty. We call our profs. by nicknames to their faces—respectful names—and they like it. They share our joys and sorrows and we adore some of them.

Freedom between students and faculty and among students is one of the greatest advantages of a small college. A great deal can be gained from personal contact with trained minds, such as faculty members have.

There is a remarkable freedom between the faculty and student body. I feel that our faculty are parents or older brothers and sisters on whom we can depend in any crisis.

One of the biggest parts of a college life is in knowing personally some real men and women of the faculty.

The freedom between students and faculty in classroom and on the campus is a strong factor in keeping up the courage of the student through the rough places of college life, not only in studies, but in moral and religious life as well. The personal friendships of faculty and students are of great value.

I think freedom between students and faculty is exactly what we need to promote democracy on the campus.

Graduates expressed themselves concerning democratic relations among students and between students and faculty from the point of view of the value of it for a student's later life. A few mention the undemocratic influences of fraternities and sororities. Several who were teachers thought that democratic relations in college were of great value in showing them how best to influence their own pupils. A number of graduates thought that personal relations of teachers with students increased the interest of students in their work. Personal contact between student and teacher tends to make the student a partner with the teacher in learning, which makes learning an intimate personal thing rather than a formal process. Many said that these democratic relations were valuable for training in citizenship.

The whole democratic atmosphere tended to give one the feeling that he was just as big or just as small as the fellow next to him. It tended to impart the meaning of real democracy in social life and political life which good citizens need to have.

It is self-evident that if a student can learn the principles of democracy in school he will be better prepared to take his place as a citizen in a democracy.

The value of the small, fairly close group in socializing the individual was mentioned by several, one of whom says,

Every one must learn to live happily with one's neighbor before he really lives. . . There are so few people in a small college that you come in contact with all of them every day, and so must learn to live with them. My college life taught me to give and take always.

A very few graduates give qualified or guarded statements regarding democratic relations, but the great major-

ity of the graduates of these denominational colleges are strong and unqualified in their statements concerning the existence of this democratic spirit and its value. A large number are worthy of quotation but we can give only a few.

I consider that such relationships did more toward moulding my life and character than any other thing in my college life. It is not the things I learned from books that have stayed with me, but the memory and inspiration of the lives of faculty members and students.

I have forgotten most of the things I learned in the classroom—although I still know where to find them when needed. But the thing of most value to me is the friendship of a few of my teachers. . . . Nothing so inspired me for my work as the trust and confidence of members of the faculty.

At ———— we were just one large family. Each member seemed to be interested in the other—professor as well as student. Their interest in you created an inspiration which does not die out in the following years.

The democratic relationship of the small college is its greatest asset. Timid persons who might be lost in large school routine find themselves and develop a certain positiveness that is very valuable in later life.

I cherish the friendships and useful contacts the faculty have afforded me. I doubt very much if I shall ever forget the pleasant hours spent with my major professor. He has set a goal for scholarship, self-sacrifice and altruism which is worthy of emulation.

The influence of the faculty changed my personality completely. . . . My whole object in life was changed.

Democratic relationships are my argument for the small college in preference to a university. I consider that my richest experiences and the bases of the good qualities in my personality grew out of a close relationship with my teachers. It did much to give me vision and insight into the future.

I regard democratic relationships between students and faculty and amongst students themselves to be of utmost value for a student's later life. As I conceive it the ideal and most to be desired society is one where democratic relationships exist. If this only could be true between capitalists and laborers, teachers and students, preachers and congregation, Congress and the people—and parents and children, I, for one, think we should have 'evoluted' socially several degrees.

I will only say that after having spent three years and over in large universities, I can look back on those intimate friendships and associations of my early college years and say that they represent the biggest and best of my college life. I am whole-heartedly for the small college.

I value highly the intimate friendships among my fellow students. These contacts have made me more appreciative of human values. But still more highly do I prize the friendships formed with the members of the faculty. Self-control, calm judgment, open-mindedness, etc., were taught me in these contacts.

A review of the responses of students and graduates indicates that they believe that personal relationships among the students are general and free except in the case of fraternity and sorority groups in two or three colleges. Relations between students and faculty are not quite so free. Students feel that some faculty members are difficult to approach and that some others are of comparatively small caliber. There is also some diffidence on the part of students in approaching the faculty. But the great bulk of the testimony indicates that there is much personal contact between students and faculty, that this is usually quite spontaneous and that these democratic relationships are greatly desired. The students and especially the graduates say that these personal contacts with the faculty build up habits of cooperation between students and faculty in the work of the college, and that these habits become a working policy in the later life of the graduates. But the most emphasized result of these democratic relationships is the influence which the fine personalities of faculty members exert upon the students. This is the most important feature of personal relations between students and faculty and stands out as a characteristic of these denominational colleges as a whole.

Conclusion

It is unwise and incorrect to generalize much concerning this type of college even though the study has been limited to colleges of a particular description, namely, those of

small size, affiliated with Protestant denominations, and located in the Middle West. Each school is a distinct institution with a character of its own. Conditions which exist in one may be absent in another or present in greater or less degree. Moreover, in a great many points the conditions in these colleges are similar to those in other institutions, as may be gathered from data presented concerning one university and from general information regarding other types of colleges.

There are a few qualities, however, which stand out with sufficient clearness or apply to a sufficient number of colleges to be called general characteristics. The prevalent form of social relationship between all the individuals in the institution is direct personal contact. All the students come into face-to-face contact with practically all the other students and with all the members of the faculty and administration. The size of the colleges makes this easily possible and more or less unavoidable. Classes are usually small, the entire student body and faculty meet together almost daily, the general college life requires the participation of large proportions of the student body. The quality of the faculty is usually such that out of this personal contact there come to the students some of the richest influences of their lives. Probably no other type of college combines these two factors of small size and faculty purpose to influence students quite as well as does the small denominational college.

These colleges set up worthy ideals. They aim to give an education imbued with Christian principles of life. Worthy standards for conduct are considered to be an essential part of Christianity or flow indirectly from Christian convictions. The core of these ideals is social cooperation, life for the sake of the contribution of some permanent good to society. By precept and example this is continually presented to the students and is practiced by students as well as faculty in the college society and in the community in which the college is located. Principally for this reason

there come from these colleges large numbers of graduates whose aim in life is to contribute something to society by way of professional Christian service or through other professions or occupations, and in their general social relations. Even though contact later with the real world may result in shocks to these ideals, nevertheless they can hardly be lost entirely by students who have spent four years under the aegis of the college.

The distinctly religious influences are especially characteristic of these colleges. These influences come by way of the connection of the college with the church, by way of definite religious teaching and through student religious organizations. The fundamental purpose of these religious influences in most of the colleges is to answer the individual's questions concerning the nature of the world and man and the place and function of the individual in society. This life orientation provides an organization of thought and purpose in harmony with the present age and resolves that conflict of principles which almost always attends the college experience.

However, the data of this study indicate that these colleges have some weaknesses most of which are due to their failure to use to the full what they use in part and what are their special advantages. The most important weaknesses are their failure to take all possible advantage of the face-to-face relations, their tendency to depend upon religious teachings alone for moral and social control, and their lack of initiative, and timidity.

Failure to exploit the social possibilities of the small group is due to the presence of some inferior persons on the faculty or among the administrators, persons who do not have the respect of students either for scholarly ability or for character. Especially is it due to an element of insincerity and autocracy in student-faculty relations. Another weakness is the tendency to depend entirely upon Bible study and the religious preachments of the church and college for moral and social training and control. The

other important weakness is lack of initiative, and timidity. Leaders in these small colleges seem afraid to openly practice their own honest ideas. This is partly due to a slavish acceptance of the practices of larger institutions, many of which are unnecessary and inappropriate to the small colleges. Closely allied to this is intellectual, moral and religious timidity. This may be partly explained by the influence of the conservative rank and file of the denomination which controls the college either politically or financially, but the college leaders cannot be exonerated.

The social and religious influences of the small denominational college can be improved and increased. The first and obvious step is an understanding of the present situation. For this much assistance may be derived from an unprejudiced examination of the college society itself in which the information and opinions possessed by students and graduates are very valuable. It is necessary, also, to isolate the elements of strength and weakness which these colleges possess. Their strength is in the possibility of producing personalities who are intellectually trained and at the same time possessed of principles of life which are individually satisfying and socially valuable. The weaknesses referred to above can be eliminated or greatly reduced. This can be done, not by "blundering through," trusting to traditional methods, but by the recognition of those things which are distinctive of the denominational college and by the adoption of a definite program based, in the first place, upon a knowledge of conditions, and in the second place, upon a knowledge of society and of social controls which may be effective in reaching the desired end. In this program the central feature will be the choice of leaders who are intellectually respected, who are sympathetic with the students and their problems, who are socially wise and cooperative, who are superior and inspiring persons and who are fearlessly devoted to the truth in every realm, for, given a situation in which personal contact is easy, it is the adult leaders who make the college.

INDIVIDUAL CHARACTER IN COLLEGE ARCHITECTURE

JENS FREDRICK LARSON, A.I.A.

Tradition

Many American colleges founded in the latter part of the eighteenth century and the early part of the nineteenth century were fortunate in having their architectural tradition based on the early American or Classic influence, either through the English Georgian style or the Greek and Roman revival. These colleges that have been able to preserve some of their fine old buildings to the present time, have their style of architecture determined, and should focus the development of their new growth on these historic buildings.

Unfortunately, however, during the period of the later nineteenth century, many buildings were erected with the inspiration of the Romanesque period or Early Pullman, which are not suitable in plan or elevation for present day needs, and which are foreign to the development of these colleges.

Environment

The problem today, however, is to study for the coming fifty or one hundred years, and to allow for development even beyond that time, drawing inspiration from buildings of historic and architectural value, eliminating buildings which have no practical or aesthetic value, and creating harmonious new building groups as the requirements demand. This can usually be done without the destruction of buildings that serve their purpose, however unattractive, which most colleges can ill afford to lose.

With colleges educating their youth in appreciation of the higher arts, it is time that careful thought be given to their architectural beauty, both as to their buildings and

their landscaping. Colleges in small cities, where communities have developed around them, are fortunate if they have acquired sufficient land to expand. Many such colleges are forced to acquire new property to solve the problem of their future growth. It would be a good maxim for a college to acquire land through gifts or purchase in the vicinity of its campus, but never to sell. I know of many definite instances where land was sold, thus making it necessary for later generations to buy it back in order that the college might develop.

Not many colleges today are isolated in the country because an established college has generally caused a community to develop around it. Where a college is located in a town or small city, the pride of that town or city is in its college, and with the increasing appreciation of the fine things in life and a more general wish for education, the old "town and gown" feeling is rapidly disappearing. The sooner, therefore, a college can make itself a self-contained unit within the area of the town, the more inspirational and beautiful it will be for all concerned.

Such a college within a small city can usually develop its plan across existing roads and bind in its whole campus by a fence with open gates to allow for the passing of public traffic. This preserves the unity of the college as a park within the city area. The college can further beautify a road going through its property by dividing it with a grass panel.

Style of Architecture

The older colleges of the East and South should constantly strive to equal in their modern buildings the character and the charm of the architecture which their forefathers have established. Visitors to the historic East and South are in search of fine examples of early Colonial and Classic architecture. Colleges in Newer America can successfully adapt themselves to Spanish or any other style of architecture which has been adopted in

their new communities, but it is a shame to make a potpourri of any small community or college by a combination of unrelated styles.

A college newly founded in the country and creating its own community, can of course adopt any style of architecture preferred, but my thought would be for it to realize what best expresses the broad general character of American youth.

Here it is well to say that our basic classical architecture of Colonial times can be made beautifully simple and dignified in new work. It can be an inspiring setting for the average student and the brilliant student, and can be made a real background for the faculty.

Where colleges are in new locations, if the countryside is adaptable to it, and in new towns and cities, the many variations of the Gothic can be developed. Many mistakes, however, have been made in the use of Gothic architecture in college buildings. There is a terrible monotony in Gothic architecture of the same detail and type. The charm of Oxford and Cambridge is in the buildings of the transitional periods between Gothic and Renaissance, with a beautiful blending of both styles. Colonial architecture does not need contrast as there is so much variation in its forms and materials, whereas, in my opinion, the present adaptation of Gothic architecture is very dull, and a more careful analysis of this style should be made to determine the qualities which create its charm in England and on the Continent.

Materials

There is no need to use expensive materials for building construction in this country, and more variety will be had in colleges if they will use local materials to their own advantage. The inspiration of these materials to a qualified architect will be an aid to the individual character of the college.

Buildings can be made equally beautiful in brick or fieldstone, with wood trim or the more classical limestone ashlar.

Indeed, in California today, architects are proving that concrete and other similar materials are as practical and interesting to work with as any, for beautiful results.

It is interesting to note that through the architectural ages no one material is more beautiful than another. The beauty of material lies in the method of use and architectural design. It is readily understood, of course, that where you use local material you have local craftsmen, but where you use foreign material you should have foreign craftsmen, though they add greatly to the cost.

Fireproof Construction

All college buildings today should be made as nearly fireproof as possible. When not required to be fully fireproof, they should at least have fireproof walls and floors, and the attic ceiling of wire lath and plaster with steel and wood framed roof.

A college building should not be built for a short span of years, but as a lasting investment for the enjoyment of future generations.

General Development Plan

Many colleges have been ruined by employing architects on individual buildings without considering the relation of the individual building to the whole campus. Colleges which have built up their plants in this way have buildings scattered over the grounds as they acquire space, without consideration of an orderly scheme of development.

When buildings have been planned after this manner, it is plain that both the college and the architect lacked imagination, not only in the relation of the college plan as a whole, but in the interpretation of the life to be carried on within the buildings.

Individual Buildings

In planning college buildings, no building should be individual in itself; each must serve its place on the campus in relation to the others. A careful

study of the general plan should interpret and control the course of life through the plant. A group, therefore, should be planned well in advance of the need of an individual building. It is well to say, however, that a general plan is only a guide to the future, and in the progressive solution of problems through the years, many improvements can be made on any general plan.

In planning individual buildings, after the location has been determined on the general development plan, it is advisable that two committees, one of the faculty and one of the trustees, be appointed to consider what the building is for in relation to your personal problem. A careful study should then be made of existing plans of other institutions, merely to be up-to-date, to determine what progress has been made in meeting similar needs elsewhere. After such data have been obtained, it is quite easy to determine your particular needs and the numbers to be accommodated.

I would suggest here that a building is not necessarily a one-purpose building. For example, the purpose of a science building is to inspire in youth an interest in the sciences, and to satisfy that interest. How better can it be accomplished than by bringing the students in contact with exhibits in the circulation of the building? In small colleges usually a single building serves the various departments of science, such as geology and geography, botany, and zoology. The solution, therefore, is for the student to enter the building with direct access to each department.

To illustrate how this may be done, the main entrance should have access to a staircase hall, which serves departments on separate floors. The staircase, therefore, is an approach to each department, and on each floor should open into a lobby where material of that subject is on exhibit. From this lobby, which serves as a meeting point and waiting room for that subject, corridors radiate to the activities of that floor.

You have in this way created in one building three distinct units, or buildings if you so choose. By using the

staircase at the entrance point, the student does not traffic through one department to get to another, and on entrance to any floor is immediately in the atmosphere of that subject.

In a small college one general lecture hall takes care of these several subjects in a science building. It should, therefore, be located with its approach directly from the main entrance of the building, so that traffic to it need not pass through the corridors or waiting rooms of any other subjects.

A Library

To take a building with a distinctly different life, it would be well to consider a college library problem. The first purpose of a library is to store in one place a general collection of book material on all subjects; the second is to make this book material available to the students and faculty; the third is to create conditions under which this material is to be used within the building by students and faculty.

The first purpose, therefore, is to house the collection of books, appreciating the rapid growth of such a collection and the fact that it must be administered in an efficient manner as to receiving, cataloging and distributing.

Since this is the first point of contact, it is well to think of it as the heart of the library plan. With the stacks in the center, to one side should lie the accessions department, and to the other side the cataloging department.

The second purpose is to make the book material available for distribution. Separating the stacks from the entrance lobby should be the delivery desk with its service space opening directly on one side to the accessions department, and on the other side to the cataloging department. In this way accessions and cataloging rooms both open directly into the stacks and to the delivery desk. The catalog files should be in the lobby with direct connection to the cataloging room.

It is well in most college libraries to create a rather large space on one side of the delivery desk for the catalog cases, and on the other side tables for new books. Many colleges also have here a tempting display in glass cases of book material, prints, etc., to interest the student while waiting for books from the desk.

It is an individual problem whether or not the stacks are open to students. In case they are, tables may be placed in front of the windows for contact with books at the source. The opening to the stack could be at the delivery desk so that it is always under control during entrance and exit. A simple method of control is that no student should leave with books from the stacks. This is one solution of the college library in relation to its bookstacks.

The third purpose is for the use of books in the building. Most colleges require the use of reserve books. In a small library these can be handled from the general delivery desk, but in libraries of fair size, it is well to have the reserve book section in the basement under the general delivery desk, served by the booklifts which serve the stacks. The basement space under this lobby could be used for quick reading of these assigned books.

So much then for the heart of the library. It is now a question of rooms for other purposes which would be governed by the needs of the individual college. I will suggest rooms that could be added to this plan to further the inspiration of the library building for students and faculty.

On the ground floor could be placed a periodical room, and a study room for students who have no adequate place to study in the college dormitories or in their homes. Many colleges like to have a treasure room for rare books, though these could be displayed in grille cases in the general lobby. A reference room, being used mainly by the faculty, could well be an alcove room so that its use would be much more personal than the larger reading rooms.

There is one room which has no interest from a practical standpoint, but which is necessary to inspire the continued

use of books after the college career is over. This is a browsing room where new books and books of general interest on all subjects are kept as material which the students are tempted to read by the excellence of their surroundings.

This room cannot be of mediocre character. It should be of good dimensions, with a fireplace or two, and should be furnished with lounge furniture to give a home or club atmosphere. It will be a temptation for the student to linger, and if properly carried out, with imagination in the choice of book material, and with an understanding person to interpret it, this room can be one of the most valuable in the college for students, faculty and alumni.

A further suggestion for the use of libraries is that the faculty have small cubicles opening directly from the stacks on each stack level, for the purpose of research. You will find that these rooms will be greatly used and appreciated by the faculty.

Within the library building can also be developed conference rooms for the various departments of the college, where close contact with book material is necessary.

Classrooms, however, offset the purpose of the library, unless they are placed on the ground floor with the library occupying the floors above.

I feel that the college library should be the central building of the campus, and should be approached from all sides.

I have taken these two buildings to illustrate what has been done in some colleges with the local inspiration of life within the building. Each building in turn should have a careful analysis of its life and of its use in relation to the general development of the college concerned.

The Architect

An architect who understands college work can be of great help to the building committee through his experience with the problems of other colleges, but he cannot alone set up a local college problem. This of necessity is for the committee who have carefully analyzed

their needs. A very interesting way, which makes for results, is to appoint the architect as a member of the committee, so that the architect and the committee have the benefit of each other's work at all times.

The choice of architect I realize is a difficult one for most colleges. There are architects in the country who are making a careful study of the college problem and know its many ramifications. It is often necessary, however, to employ a local architect of little or no experience in college work, but in no case should he be employed without the guidance of a supervising architect who is well qualified to solve college problems. This association of the supervising architect and the local architect works out well for both, since in the final results both may be proud of their accomplishments.

In illustrating by the science building and the library, my point was to show how a committee can think out the life and use of a building without actually drawing plans. In drawing plans, a committee is too apt to commit itself too definitely to a plan, and thereby limit the architect in the final solution of the problem.

I have written this paper in the hope of making you realize that by considering the problem from your own point of view, you in turn will reach a solution which will be adaptable for all times to your problem, and make your buildings of more permanent value.

THE COLLEGES IN CURRENT LITERATURE

RUTH E. ANDERSON

For the past two years the BULLETIN has published a list of articles on various phases of American college and university life appearing in non-professional and non-technical periodicals. Heretofore the list has covered the period from January to November with a few November titles. This year in order to survey a full year's output in this field the list was compiled to cover articles published between November 1, 1928, and October 31, 1929, necessitating, of course, the duplication of a few titles published last December. During this period 209 titles, more than double the number listed in either of the two previous years, were found. While some of this increase is due to the additional two months included, it would scarcely account for all. Access to better index facilities than in previous years no doubt accounts in part for the lengthened list. It may also indicate a more general interest in such subjects by the average reader.

The list which follows was compiled largely from the *Education Index,* the *Readers' Guide to Periodical Literature, Current Magazine Contents* and the card index file of the New York Public Library.

NOTE: Unless otherwise indicated articles were published in 1929.

AMERICAN MAGAZINE: Three lives in one and always ahead of his time; D. S. Jordan. *F. J. Taylor,* January: I wish I'd never seen a college campus. April.

AMERICAN MERCURY: American university presses. *N. A. Crawford;* Editorial. *H. L. Mencken;* Four years of college. *S. Lipschutz. Olive Brossow,* Oct.

ATLANTIC MONTHLY: Compulsory chapel. *W. L. Sperry,* Nov., '28. Women's colleges; reply to "Are our colleges playing poor?" W. B. Munroe with rejoinder.

W. A. Neilson, Jan.; Principles of public giving. *J. Rosenwald;* Third degree. May; The convention of going to college. *W. I. Nichols,* Oct.

BOOKMAN: Is teaching a narcotic? *C. A. Bennett,* March; Absurdity of teaching English. *A. J. Nock,* April.

CENTURY: Nigh on to thirty, *M. Robinson;* Woman goes to college. *B. Bunzel,* Nov., '28; God in the girls' college. *W. Kirkland,* Dec., '28; Religion goes to college; the new chapel. *H. Parrish;* West Point's predicament. *B. C. L. Lance,* Jan.; Fourth R for women. *A. Comstock,* Feb.; Teacher and student; technique of university education. *H. J. Laski,* March; Intellectual carelessness. *C. F. Thwing,* May.

CHINA WEEKLY REVIEW: American college boy vagabond in the east. July 13.

CHRISTIAN CENTURY: Honesty is more important than amateurism. Sept. 4.

COLLIER'S: Look sharp now! *J. W. Heisman,* Nov. 3, '28; Rules rush in. *J. W. Heisman,* Nov. 10, '28; Between halves. *J. W. Heisman,* Nov. 17, '28; Their weight in gold; professionalism in college football. *J. W. Heisman,* Nov. 24, '28; Thrill makers. *G. Rice,* Dec. 1, '28; Chief Bright Path, *Charley Paddock*—about Jim Thorpe, athlete, Oct. 5, 12, 19, 26; Scold that line! *G. Rice,* Oct. 12; Revival of the fittest: sportsmania. *G. Rice,* Oct. 19; King for a day. *G. Rice,* Oct. 26.

COMMONWEAL: Cinderella at college. Sept. 25.

CONTEMPORARY REVIEW: Hoover War Library (Stanford University). April.

CURRENT HISTORY: Compulsory military training. *E. Colby,* April; Revolution in college educational methods in America. *A. Hibbard,* June.

FORUM: President Eliot and American education. *I. Babbitt,* Jan.; Discussion, Feb.; Should women be educated like men? *W. A. Neilson,* Feb.; Why educate women? *W. B. Wolfe,* March; To be or to do. *J. L. Adams,* June.

GOOD HOUSEKEEPING: Is my daughter safe at college? *R. Halle,* Sept.

GENERAL MAGAZINE: Place of physical education and athletics in a university. *R. T. MacKenzie,* Oct.

HARPER'S: Great god football. *J. R. Tunis,* Nov., '28; Young men on the make. *H. F. Pringle,* Jan.; Academic mind. *H. J. Laski,* April; Saturnalia of college reunions. *F. F. Van de Water,* June.

HOUSE BEAUTIFUL: College room, *A. Parett,* Nov., '28.

HYGEIA: Your son enters college. *M. L. Ilsley,* Sept.

LIBERTY: Why did he blow that whistle? *G. Trevor,* Sept. 28.

LITERARY DIGEST: Creedless college chapel to promote religion (University of Chicago), Nov. 24, '28; Acquittal of the college girl, Nov. 30, '28; Sportsmania in the colleges; pro and con, Dec. 8. '28; Moral confusion in the colleges, Dec. 22, '28; Long suffering student. *C. F. Thwing,* Dec. 29, '28; Religious teaching in tax-supported colleges, Jan. 5; How to talk your way around the world. Bates College debating team, Feb. 16; Proper study of mankind (Yale University), March 16; Sheepskin not the golden fleece, March 30; Why youth is discontented with the colleges, April 6; How polo catches on in American colleges. Youth creedless, but religious, April 13; How Oregon's debaters also made a globe-trotting tour, May 11; Why doubt thrives on the campus, June 29; Jews and college fraternities, July 13; Planting the seed of tolerance; gift by J. D. Rockefeller, jr., (Iowa University School of Religion), Aug. 31; Better, not more, university teachers. Quality vs. quantity in university faculties, *Y. Henderson,* Oct. 5.

LIVING AGE: Four hundred years of free education (College de France), May.

MENTOR: Our colleges, yesterday and today. *B. Stark,* July.

NATION: Advice to a prospective teacher. *G. Williams,* Dec. 5, '28; It seems to Heywood Broun; rivalry between Harvard and Yale, Dec. 12, '28; Don't be silly. *Z. Gale,* April 10; The college and main street. *E. C. Wilm,* Oct. 9.

NATURE: Coeducation. April 13; Discussion. May 11; University staffs and salaries. June 1.

NEW REPUBLIC: Who should go to college? review of "College or kindergarten" by M. McConn. *A. Meiklejohn,* Jan. 16; How shall we educate the young barbarians? reply to A. Meiklejohn. *M. McConn,* Feb. 6; Yale

Institute of Human Relations, Feb. 27; Synthetic humanism at Yale. *W. Orton,* March 13; Harvard house plan. *W. Orton,* April 10; College as it might be. *H. J. Graham,* May 22; What college might be. *L. Davies,* June 5; College as is might be; when? *D. Orr,* June 19; Mass production in the colleges. *C. C. Little,* June 26; Financing the student. Sept. 25; Militarist bait for students. *Duff Gilfond,* Oct. 2; A wooden horse for the professors. Oct. 30.

NORTH AMERICAN REVIEW: Million dollars for football. *S. Grafton.* Tired business men of the campus. *M. McConn.* Nov. '28; Professors' part. *R. F. Speirs,* Jan.; Games for the gate's sake. Feb.; Revolution on the campus; recent experiments in education. *C. Holliday,* April; Can intelligent women live happily? *W. B. Pitkin,* June; Doctors of dullness. *H. W. Whicker,* July; College five years later. *D. Gordon,* Aug.; When is a teacher not a teacher. *M. McConn,* Oct.

OUTLOOK: Football nears the peak. *H. Reed,* Nov. 7, '28; Home stretch on the gridiron. *H. Reed,* Nov. 14, '28; Gridiron wreckage, *H. Reed.* If you know what I mean; the current over-emphasis season. *W. Morton,* Nov. 21, '28; Football's black Saturday. *H. Reed,* Nov. 28, '28; Our truant professors. *A. Hibbard,* Dec. 5, '28; Harvard football phoenix. *H. Reed,* Dec. 12, '28; Soft pedagogy in the colleges. *E. W. Knight.* Jan. 16; Utopia college; a prospectus. *A. Hibbard.* Yale and human relations. Youth and the Harvard plan. Feb. 27; Professor loses his job. March 27; Individualism at Harvard. *R. A. Stout,* April 17; Collegians in college. April 24; Last of our Victorians. *E. A. Davidson,* May 15; Dear old Gigantia. *J. Hoyt,* Sept. 11.

OVERLAND: Western athletes, why they win. *E. L. Munson,* June.

PAN AMERICAN MAGAZINE: University of Chicago. Sept.

PICTORIAL REVIEW: I wish I didn't have to send my child to school. *E. Breuer.* May; Thru seven campus gates. *J. Eaton,* Oct.

REVIEW OF REVIEWS: Democracy or aristocracy. Money and women's colleges. March; Harvard experiments. April; Paying the student to study. Teaching forgotten men. April; Cash value of culture. Going

to college at night. May; Rush to college ends. *C. F. Thwing,* June; Making millions in college. July; College girl yesterday and today. *M. G. and C. F. Thwing,* Sept.

SATURDAY EVENING POST: Educational issue. Dec. 1, '28; Flaming alumni. *K. L. Roberts,* Dec. 15, '28; Smoldering Illini. *K. L. Roberts,* Jan. 12; Far above Cayuga's waters. *K. L. Roberts,* Oliphant '99 visits Oliphant '29. *M. Bishop,* Feb. 2; Harvard fair and cooler. *K. L. Roberts,* Feb. 9; Crabbed age and college spenders. *C. Gauss,* March 9; Good old times. *C. Gauss,* Sept. 14; Brakes for rolling stones, *W. T. Martin.* This football business can be classed with big business. *F. Wallace,* Sept. 28; Working her way thru college. *E. Jordan,* Oct. 5; Miss Graduate hunts a job. *E. Frazer.* The freshman and his father. *C. Gauss,* Oct. 19.

SATURDAY REVIEW OF LITERATURE: Price of security. April 20; Morituri te salutamus. *J. T. Adams,* April 27; Teachers' salaries; permanency of tenure a handicap. *J. L. McConaughy,* June 1; Pendulum swings toward individualistic methods of instruction. *J. R. Angell,* June 22.

SCIENCE: George Herbert Jones Chemical Laboratory (Univ. of Chicago). Nov. 16, '28; Dedication of the engineering laboratory (Univ. of Chicago). Family budgets of university faculty members. *J. B. Peixotto.* Nov. 23, '28; Discussion. Dec. 28, '28; Harvard museums. Dec. 14, '28; Registration in American universities. Jan. 11; Fifty-third anniversary, (Johns Hopkins). March 1; Doctor of philosophy and his business. *J. P. Goods.* Research in the engineering colleges. *W. E. Wickenden.* March 22; Honorary degrees and a suggested opportunity. *A. F. Blakeslee.* May 31; Budget needs of college teachers. *B. R. Andrews.* Salaries and supplementary earnings of college teachers. *F. P. Bachman.* July 12; Retiring allowances. Salary scales of trained men and women. *R. H. Luce.* July 19; Stanford University Scientific expedition. *L. W. Wiedey and W. W. Valentine,* July 26; Honorary degrees at Yale University. University of Kentucky botanic gardens. Sept. 6; Discontinuance of the Chilean Observatory of the University

of California. Formal opening of the chemical laboratory (Princeton). Sept. 20.

SCIENTIFIC MONTHLY: Educational Trobianders and the professorial illusion. *J. M. Fletcher,* Nov. '28; Personally conducted, standardized education. *N. M. Fenneman,* May; Columbia University and the Elgin botanical gardens. Aug.; Fitting the college to your boy and girl. *A. E. Wiggam.* Hopkins marine station of Stanford University. Student health service and modern medicine. Oct.

SCRIBNER'S: From prize-ring to professor. *H. W. Whicker.* Laboratory for the investigation of early man (Univ. of Chicago). *J. H. Breasted.* Nov. '28; Pioneering professor. *M. Pupin.* Spirit of the game. *H. W. Whicker.* Feb.; Professor in poplin land. *J. H. Green.* June; Women and higher education. *C. C. Little,* Aug.; Foraging on Parnassus. Sept.

SOUTHERN WORKMAN: George goes to college. *J. H. Dillard,* March; Wildman Lee builds a stadium. *A. B. Doggett,* April; Hand weaving in a college course. *M. E. Head,* May.

SURVEY: College community chest. *R. Bain.* College girls on factory jobs. Dec. 15, '28; College or kindergarten? by M. McConn; review *J. K. Hart,* Jan. 15; World of forgotten men; extension work of the University of California among the prisoners of San Quentin. March 1; College personnel experiment at the Women's College in Brown University. *M. L. Farrand,* March 15; Yale University Institute of Human Relations. *D. Slesinger,* March 29; Campus standards of living. *J. B. Piexotto,* April 15; Schools for grown-ups; University of Wisconsin extension center. *P. Mosley,* May 1; Studying the college student. *H. A. Toops.* What profit education? May 15; Parents consider the colleges. *R. Strang.* August 15; College blues. *R. A. Meninger,* Sept. 1; Buying football players, *G. Wilson,* Oct. 1.

WOMAN'S HOME COMPANION: Health of the college girl. *W. R. P. Emerson,* April; That schoolgirl digestion. *C. W. Lieb,* June.

WOMAN'S JOURNAL: Case for coeducation. *A. D. Carlson,* Dec., '28; Some dangers of coeducation. *R. L. H.*

Eastman, Jan. Careers for college girls; new national clearing house. *I. Turlington.* March.

WORLD TODAY: Does a university education dehumanize? *J. B. M. Clark,* Jan.

WORLD TOMORROW: Grandfather clause becomes collegiate. *W. Ludwig,* Jan. More about the grandfather clause; its genesis in higher education. *C. M. Bond,* Feb.; University religion. May; Student invasion of Europe. *R. W. Abernethy,* Oct.

WORLD'S WORK: Industry goes to school. *F. F. Van de Water,* Jan.; Melting the faculty ice. *D. C. Fisher,* May; Bear market for brains. *H. F. Clark,* June.

BOOK REVIEWS

Illinois College, A Centennial History. President Charles H. Rammelkamp. The Yale University Press. $5.00.

This book is an historical document that is of interest to others than the immediate friends of that College. President Rammelkamp is an historian and this work is a contribution to the history of the Central West, in that the College was from its earliest days a contributing factor to the development of religion, politics and education of the era and of the territory.

President Rammelkamp will soon complete the twenty-fifth year of his administration as President. He knows the College as it could be known only by an historian and by one who had acted as its chief executive for a quarter of a century. The book is written in such a style that even the casual reader finds himself reading chapter after chapter. The school man is delighted in the vivid description of the great educational experiment. The adventures and the struggles are described in a manner to do credit to the author of a book of any type of adventure stories. However, the type of personalities that founded the College and the purpose that prompted them were such that there was no doubt as to the ultimate outcome of the venture. The unselfish devotion of the founders, the practical idealism that prompted them and the recognized need for the proposed type of training were such that ultimate success was inevitable. It is not strange that the later generations of faculty and students were inspired by the character and the ideals of their predecessors, and that the graduates of the College should render distinguished service in all phases of human endeavor.

The sensational press informs the public concerning the destructive factors in our civilization. It is well to have such presentations as this History of Illinois College to

make us aware of the effective influences that are continuously at work in training worthy personalities and developing exalted idealism. President Rammelkamp has manifested great wisdom as an educational administrator and he has rendered peculiar service by presenting to the reading public a fascinating story of this representative American college situated in the center of the great Middle West. *Walter Dill Scott*

College Organization and Administration. Reeves and Russell. 324 pp. Board of Education, Disciples of Christ. $2.50.

This book is essentially a report of the survey which has recently been conducted by Dr. Reeves of the colleges affiliated with the Disciples fellowship, although of course the extended experience of Dr. Reeves as a college surveyor is capitalized. The fact that Dr. Reeves has made the study is sufficient evidence that the book is of high order. He is easily one of the outstanding college surveyors of the country. His work in this field in connection with the North Central Association of Colleges and Secondary Schools and the Association of American Colleges is well known to alert educational executives and administrators. He has worked out a number of techniques which are of great value. Special attention may be called to his working load of students, his instructional loads, his accounting and budgetary procedures and his cost studies. This book is indispensable for any person or any organization which is engaged in the business of evaluating colleges. There are twenty-two lists of figures, and 298 lists of tables.

In the introduction to the book the remark is made:

> Almost all of these institutions teach an extraordinarily large amount of work in Bible and in other subjects of religious education, as compared with the amount taught by colleges of most other communions.

In his chapter on "The Service of Higher Institutions":

> These institutions represent the results of a conviction that religion must be made a genuine part of the educational experience of the individual.

And in his Summary:

> Particularly valuable is the work of the church colleges in providing religious instruction, in maintaining a religious environment, and in giving specific training for religious work. This program of religious influence is maintained at the separate colleges offering regular instructional work, but becomes particularly significant at the institutions for religious education which are affiliated with the large universities and colleges.

In spite of this clear recognition of the significance of religion in the Disciples colleges, small effort is made in the survey to evaluate this phase of the colleges' work.

R. L. K.

Enrolment in the Foreign Languages in Secondary Schools and Colleges of the United States. Carleton A. Wheeler and Others. The Macmillan Company. 453 pp. The fourth volume of the Publications of the American and Canadian Committees on Modern Languages.

This study deals with the teaching of four modern languages—French, German, Italian and Spanish with certain comparisons with Latin. It covers the public and private secondary schools and the undergraduate colleges.

It appears that French still enjoys considerable preference among college students over other modern foreign languages. Spanish stands next in regard and German is third. Generally speaking, there is a greater interest in the study of modern languages in the colleges than in the secondary schools. At the time the report was made German was distinctly a college subject. The college students of the Northwest seem to be least interested in modern language study. In the same group are the colleges of the West-Central and of California. The Middle Atlantic States, New England, the South and the Southwest rank high in their interest in modern languages. The North Central group occupies an intermediate position. On the whole, the four modern languages named have a very large and increasing percentage of the total college registration. *R. L. K.*

Ten Years of Educational Research, 1918–1927. Walter S. Monroe, Director, The University of Illinois. 361 pp. $1.00.

This book is indispensable to any one who wishes to keep abreast of the times in educational research. Chapter II contains a list of 3,650 titles of educational research publications for the years 1918–1927. These researches were published by the various universities and publishing companies.

Chapter IV sets forth a list of doctors of philosophy in education by institutions during the years 1918–1927. During this period California produced 42 such doctors, the Catholic University of America, 28, the University of Chicago, 59, George Peabody College for Teachers, 51, Harvard University, 77, the State University of Iowa, 69, Stanford University, 31, New York University, 80, Ohio State University, 35, University of Pennsylvania, 28, Teachers College, Columbia University, 306, the University of Wisconsin, 26. Numerous other universities conferred 25 or fewer such degrees. *R. L. K.*

Urban Influences on Higher Education in England and the United States. Parke R. Kolbe, Ph.D. The Macmillan Company. 254 pp. $2.00.

Dr. Kolbe, as is well known, has not only had long experience as the president of urban universities, but has had opportunity to make special studies of these institutions in both the United States and England. The book is not only a compendium of information in its field but is written in a most delightful style. It is not simply a reference book; it is a book to read and enjoy.

Dr. Kolbe points out that the urban college or university is distinguished by the fact that its constituency is geographically concentrated in its immediate vicinity more than is that of other similar institutions, and that because

of the homogeneity of the student body the aims of the institution are more clearly and accurately expressed. He shows that the occupational tinge of an area affects these institutions greatly and that their outstanding characteristics in the United States are the development of the evening session and the multiplication of courses in schools of business training. He issues a warning against what he calls the "direct proof" that the curriculum of the American colleges is being gradually professionalized or vocationalized. He says, "A strict insistence on the part of those in charge of higher education upon the inclusion of the basic cultural subjects in every curriculum is the only safeguard which we have to assure us the continuation of our existence as an educated people."

The present reviewer approves the warning, but has much evidence to show that the so-called professionalization of the American college curriculum is an educational bogie, that is, if the American college of liberal arts and sciences is under consideration. Even at the Washington Square College of Liberal Arts of New York University there are between 7,000 and 8,000 students, and Dean Munn advises that an increasing number of these students are continuing for a master's degree in liberal subjects.

Dr. Kolbe gives Columbia credit for having presented the most conspicuously successful solution of the development of the physical side of an American urban college, and speaks in praise of Pittsburgh's gigantic effort to dramatize the university and to give expression to the indomitable spirit which pioneered the West.

Undoubtedly, as Dr. Kolbe suggests, the United States of tomorrow will never be satisfied with the college of yesterday. *R. L. K.*

Incomes and Living Costs of a University Faculty. Yandell Henderson and Maurice R. Davie. Yale University Press. 170 pp. $2.00.

This study is a very practical one. It was made by a committee on the academic standards of living appointed by the Yale University Chapter of the Association of American University Professors. There are statistical appendices covering 70 pages and upon these carefully selected data the conclusions of the study are drawn. Such topics are reported upon as the economic levels of the Yale faculty; modes of living and their costs; marital status and size of families; income of the faculty from salaries, from supplementary earnings, from private property, from all sources; expenditures of the faculty in the education of children, domestic service, automobiles, professional associations, social clubs, travel, vacation.

These are interesting samples. There are fourteen chapters, all full of interesting and valuable data. *R. L. K.*

Considerations in Establishing a Junior College. John T. Morris. Teachers College Contribution to Education No. 343, 1929. Pp. 63. $1.50.

A study of the factors entering into the selection of the best site in southwestern Pennsylvania for the establishment under the direction of the University of Pittsburgh of resident courses of the freshman and sophomore years, equal in every respect to those offered on the campus in Pittsburgh and extension classes of university rank. After investigating the economic conditions of the several communities in the area under consideration, the social-racial features, and the extent of their support of education, especially higher education, and after analyzing the junior college situation as it applies to this section, the author makes recommendations as to the location, the utilization of existing facilities and the possible results of the observance of these recommendations. The study is a typical doctor's dissertation based upon a real situation.—*A. M. P.*

Teaching in College and University. Carter V. Good. Warwick and York, 1929. xi + 557 pages. $3.00 (+ 14c postage).

A painstaking survey and listing of post-war literature in the field of higher education. Although running comment is made on the various books, research reports and monographs, periodical literature, bulletins, yearbooks, graduate theses and dissertations and other references cited in the eight chapters of the book, no attempt is made at a discriminating analysis or evaluation of the material. The extent of the bibliography is illustrated by the fact that the author index contains about 1,650 names, most of them with more than one contribution and some as many as thirty, and also by the eight chapter headings. The first two are largely for purposes of orientation: listing sources of information concerning the problems and literature in higher education and surveying the present status of colleges, teachers and students. Then follow chapters dealing with five fundamental problems in learning and in teaching: aims, materials, bases of learning, methods, and measurements; and a summary of the reorganizations and adjustments, effected and under way, in the field of higher education, including attempts to improve college teaching. There is appended an elaborate bibliography on special method, the curriculum, and problems in twelve subject-matter fields, as well as references on miscellaneous administrative and teaching problems in higher education.

In view of the interest of our colleges in the whole question of the enlistment and training of college teachers the appearance of this bibliographical work is most opportune. It is regretted, however, that scant attention is given to the current experiments and newer phases of college teaching and the movements toward substituting more vital measures in place of the present accepted formal standards. The recent issues of the Association of American Colleges BULLETIN, in particular, have been devoted to most serious consideration of these very subjects.—*A. M. P.*

CALENDAR OF EDUCATIONAL MEETINGS, JANUARY 13–17, 1930

Washington, D. C.

Monday, January 13

9:30 A. M.

Nineteenth Annual Meeting of the Council of Church Boards of Education. Morning, afternon and evening sessions. The Willard. Adjournment, Tuesday afternoon.

Tuesday, January 14

9:00 A. M.

Annual Meeting, Council of Church Boards of Education, continued. The Willard.

3:00 P. M.

Union Mass Meeting. Theme—"Education and Religion." The Willard.

7:00 P. M.

Sixteenth Annual Meeting, Association of American Colleges. Dinner Session. The Willard. See program announcement, p. 441.

Wednesday, January 15

10:00 A. M.

Annual Meeting, Association of American Colleges, continued. Morning, afternoon and evening sessions. The Willard. See program, p. 441.

Thursday, January 16

9:30 A. M.

Annual Meeting, Association of American Colleges, continued. The Willard. See program, p. 441. Adjournment at noon.

1:00 P. M.

Annual Luncheon, Association of Colleges of Congregational Affiliation. College Presidents of the Christian

Church Uniting. Theme—"Present Day Problems of the Christian College." Speakers: President Donald J. Cowling, Carleton College; Dean Luther A. Weigle, Divinity School, Yale University; President W. A. Harper, Elon College; Dr. W. R. Kedzie, The Congregational Foundation for Education. The Cosmos Club.

2:15 P. M.

Board of Education, Five Years' Meeting of Friends in America. Afternoon, evening, sessions. Hotel Willard.

Annual Meeting, Educational Association of the Methodist Episcopal Church. Afternoon, evening sessions. The Willard. Adjourns Friday afternoon. Banquet 6:30 P. M. at American University.

3:00 P. M.

General Educational Board of the Church of the Brethren. Afternoon and evening sessions. Home of Secretary J. S. Noffsinger, 3635 Ordway St., N. W.

7:00 P. M.

Annual Meeting of the Presbyterian College Union. The Willard.

Friday, January 17

9:00 A. M.

Board of Education, Five Years' Meeting of Friends in America, continued. The Willard.

Annual Meeting, Presbyterian College Union, continued. The Willard.

Annual Meeting, Educational Association of the Friends Methodist Episcopal Church, continued. The Willard.

2:00 P. M.

Annual Meeting, Educational Association of the Methodist Episcopal Church, continued. Sectional meetings for Theological Schools and Secondary Schools at 3:00 P. M. The Willard.

LITERATURE ON EDUCATIONAL ADMINISTRATION AND TEACHING

Books

The Effective College, Robert L. Kelly, *Editor.* "This volume as a whole may justly be said to represent the best thought about college problems that is being done in our day by the most distinctive leaders."—*Bulletin of the American Association of University Professors.* Association of American Colleges, 111 Fifth Ave., New York. $2.00.

College Architecture in America—And its Part in the Development of the Campus, Charles Z. Klauder and Herbert C. Wise. Charles Scribner's Sons, New York, 1929. $5.00. This book may be ordered through the Association office.

Theological Education in America, Robert L. Kelly. Original price, $5.00. Special offer to clear the shelves of remaining copies, $2.00 (see special combination offer with subscriptions to *Christian Education* below).

The Education of Negro Ministers, W. A. Daniel. A Report Based upon a Survey of Theological Schools for Negroes in the United States by Robert L. Kelly and W. A. Daniel. $1.50 net.

The Foreign Student in America. Chapters contributed by experts, edited by a special commission of the Committee on Friendly Relations. 329 pp., illustrated with maps and tables. $2.25 net.

A Program for Higher Education in the Church of the Brethren, John S. Noffsinger. 80 pp., illustrated with tables and charts. $1.50 net.

Securing Christian Leaders for Tomorrow. Findings of a representative joint commission of Christian agencies. Edited by Secretary S. M. Cavert. $1.25 net.

State Control of Private Incorporated Institutions of Higher Education, Lester W. Bartlett. 95 pp., with tables and charts. $1.50 net.

The Teaching Function of the Church. Chapters contributed by various writers. Edited by Secretary S. M. Cavert. $2.00 net.

Periodicals*

Christian Education, Robert L. Kelly, *Editor.* Council of Church Boards of Education, 111 Fifth Ave., New York, N. Y. Issued

* Stock list December 1; note this is not an *Index.*

monthly except in July, August and September. Annual subscription, $1.50; ten or more subscriptions, $1.00 each; new subscription to *Christian Education* and a copy of *Theological Education in America*, $3.00; renewal subscription to *Christian Education* and copy of *Theological Education in America*, $2.50. A few bound volumes available at $3.00 each, as follows: Vol. X (1926–27), one copy; Vol. XI (1927–28), three copies; Vol. XII (1928–29), four copies.

The Association of American Colleges Bulletin, Robert L. Kelly, *Editor*. 111 Fifth Ave., New York. Published in March, May, November and December. Annual subscription, $3.00* Bound volumes for 1925, 1926, 1927 and 1928, $4.00 each.

In past years the number of issues per volume has varied from four to seven. Back issues of ordinary size listed below are sold at twenty-five cents each; the more bulky ones (usually Proceedings of the Annual Meeting) are sold for fifty cents, except certain rare numbers of increasing value. Issues of the current volume (1929) are sold singly for seventy-five cents, *with the exception of the March (combination of February, March and April, 220 pp.), issue which is $2.00.**

Academic Freedom: Bibliography on, Library Extension Service, University of Michigan, XIV:6; Reports of Commission on: K. D. Macmillan, X:3; John R. Effinger, XI:3; XII:1; W. W. Boyd, XIII:1, XIV:2, XV:1.

Administration: The Business, of an Effective College, W. O. Miller, XII:3; A Department of College and University, Robert J. Leonard, XII:3; Faculty-Student Cooperation, E. E. Wilkins, XII:3; Clarence C. Little, XIII:3; Ideals for, of an Effective College, Kerr D. Macmillan, XIII:3; Students and the, Lucia R. Briggs, XIV:1; Student Relations in a College of 500 Students, Louis B. Hopkins, XIII:3. *See also* Personnel Technique.

Architecture, College: Individual Character in, J. Fred'k Larson, XV:4; Practical Problems in, R. L. Kelly, XI:4; C. C. Zantzinger, XII:3; Reports of the Commission on, F. C. Ferry, X:3; R. L. Kelly, XIII:1; F. C. Ferry, XV:1; Minutes of Meeting of, J. F. Larson, XV:2.

Art (s): The Place of, in the Liberal College, Lura Beam, XIII:3; The Fine, in American Education: F. P. Keppel, George C. Nimmons, XI:2; Huger Elliott, Henry V. Hubbard, Eugene A. Noble,

* The special privilege of annual subscriptions at fifty cents in clubs and single subscriptions for two years at $1.00, is offered to faculty members of Association colleges, and to them single copies except those of rare significance are twenty-five cents each. (March, 1929, combination number, 85 cents.)

Edward Robinson, XII: 2;* Royal B. Farnum, XIV: 6. *See also* Architecture.

Athletics: Reports of the Commission on, Frank W. Nicholson, XI:3; Howard J. Savage, Paul D. Moody, Chas. A. Richmond, XII:3; John S. Nollen, XIII:3; Bert E. Young, XV:1.

Bible Study and Religious Education, Academic Credits in, Robert L. Kelly, XI:4.

Character Education, What We Know About, Mark A. May, XIV:3.

China, The College Situation in, Henry Hodgkin, XIV:1.

Comprehensive Examination, The, John S. P. Tatlock, XII:3.

College (s): The American, of the Twentieth Century, Frank Aydelotte, XII:1; As Educational Laboratories, R. L. Kelly, XIII:4; Distribution of, John M. Thomas, R. L. Kelly, VII:4; Field and Constituency of American, R. L. Kelly, VII:4; Ideals for an Effective, K. D. Macmillan, XIII:3; The Minnesota, R. L. Kelly, XIV:4; Obligation of the, to Society, J. H. Kirkland, Graham Taylor, J. B. Johnston, XI:2; The Occidental, R. L. Kelly, XIV:4; Outlook for the American, A. Lawrence Lowell, XIV:1; Place of the Liberal, in a University, Frank W. Chandler, Herbert E. Hawkes, X:3; A Secondary Function of the, John R. Effinger, XIII:1; The Small, and Personnel Procedure, Raymond Walters, XIII:3; The, and the Theological Seminary, Lura Beam, IX:3; Unit Size of the Effective, Harlan Updegraff, R. B. von KleinSmid, XII:3. *See also* Administration, Curriculum, Entrance Requirements, Finance, Personnel Technique, Teaching, etc.

College Presidents, Fifty-five New, Archie M. Palmer, XV: 3.

Curriculum: In an Effective College, Leon B. Richardson, XII:3; The College and Vocational Guidance, Ben D. Wood, XI:3; Report of Commission on Organization of, R. L. Kelly, Clyde Furst, VII:2; Studies in College Curricula, R. L. Kelly, VII:5, XIII:4; Unity in the, R. L. Kelly, X:4; The College, for Women, Meta Glass, XIV:2.

Educational Surveys: Reports of the Commission on, Charles R. Mann, XIV:2; XV:1.

English Course at West Point, The, Bonner Fellers, XV:3.

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Federal Department of Education: "The Brown Plan," J. H. MacCracken; The Sterling Bill, George D. Strayer, Chas. H. Judd, XI: 2.*

Finance (s): Cooperation of Trust Companies with Colleges and Universities, Trevor Arnett, XIV:2; Cost of College Education, Re-

* Reprints available.

ports of the Commission on, Floyd W. Reeves, XII:3; XIV:2; Needs of a College of Liberal Arts for 1,000 Students, Donald J. Cowling; How to Meet Them, Trevor Arnett, XIII: 1;* Report of Commission on Permanent and Trust Funds, Trevor Arnett, XIV, 2, Raymond N. Ball, XV: 1; Teachers' Salaries, Trevor Arnett, XV: 1; Tuition Studies, Harvey N. Davis, Ruth E. Anderson, XV: 2.

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Graduate Schools of America, A Study of the, R. M. Hughes, XI:3.*

Guggenheim Memorial Foundation, The John Simon, Henry Allen Moe, XIII:3.

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Library: Appropriations, XV:3. Contribution of the, to Effective Teaching, Silas Evans, XIII:2; The, Building for a Liberal Arts College, Chas. C. Mierow, XIV:3; The Carnegie Corporation, Project, Robert M. Lester, XV:2; Putting the, into the Student, XV:2.

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Professional Courses in Higher Education: Robert J. Leonard, E. E. Lewis, W. S. Grey, Shelton Phelps, J. W. Walters, M. E. Haggerty, XIII:4.

Religion: Academic Credits in Bible Study and Religious Education, R. L. Kelly, XI:4; The Place of, in Higher Education, Harry M. Gage, Chas. A. Richmond, Marion L. Burton, X:3.

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* Reprints available.

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